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Thesis

A SPELLING EXPERIMENT TO DETERMINE
THE EFFECT
THE SPELLING LOAD HAS ON THE ABILITY
OF PUPILS
TO MASTER SPELLING

Submitted by

Joseph Cassano

(B. Voc. Agri. Mass. State College, 1925)

In partial fulfillment of requirements for the
degree of Master of Education
1937.

First Reader: Guy M. Wilson, Professor of Education

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Joseph Cassano

(P. K. J. Cassano, School of Education, 1937)

In partial fulfillment of requirements for the

degree of Master of Education

1937

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Approved by
Dean of the Graduate School

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Source: Board: The 18th. Yearbook of The National Society for the Study of Education. P.P. 32-77. 1919.

Author and Publisher: A Guide to the Teaching of Spelling. McGraw-Hill Co. 1919.

Author: Charles-Yellers: Creative Teaching in the Field of Spelling.

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I. Introduction.

A brief summary of the various studies of methods in the field of spelling, will give orientation for an appreciation of the problem of the present study, as developed in the next section. These studies show many divergent points of view as to what methods should be followed in the teaching of spelling, but the following shows a summary of the main trends:-

¹
Horn says, "The correct pronunciation of a word is a very important factor in learning to spell the word."

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Pryor & Pittman have this to say, "Pronunciation should be stressed in the teaching of spelling, first by the teacher, then by the pupils, to have the word thoroughly fixed in the child's mind." In Creative Teaching in the Field of Spell-

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2. Pryor and Pittman: *A Guide to the Teaching of Spelling*. Macmillan Co. 1925.

3. Miller-Goultis-Waters: *Creative Teaching in the Field of Spelling*.

sounds, consonant sounds, and diacritical sounds, and then have them use the dictionary to find the proper pronunciations and be sure that the teacher hears them pronounce the word."

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Wolfe and Breed studied the effects of syllabication upon spelling ability. They found that seventy-two and seven tenths percent (72.7) of the experimental group were above the average score of the control group in the final test. This is not a marked superiority, in view of the fact that experimental groups almost invariably do better.

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permanently learned by phonogram division, than by the syllabic or individual letter division. The phonogram is a sound unit and frequently differs from the syllable. In the words, face, pace, lace, race, 'ace' is a phonogram. When two words are brought together as one, i. e. playfully, membership, each word may be thought of as a phonogram.

Time allotted to Study.

⁶ Stigler says that today only eight (8) percent of the school day is spent in teaching spelling, as compared to seventy-four (74) percent at one time in the past, and yet the children of today are better spellers than were the children of the past. The amount of time now devoted to spelling seems to be about fifteen (15) minutes a day.

Transfer.

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Stigler, W. A. Better Spelling and Less Drill.
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University of Iowa Studies. p. 59. 1930.

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Horn and Ashbaugh⁸ in 1919 found there was no transfer in ability to spell words that have a change of form. Their conclusions were:

1. In selecting words for a course of study each change in spelling should be incorporated as a separate word.
2. In teaching, each change of form should be taught as a separate word.
3. In making a scale of measurement of spelling ability, the spelling difficulty of each word should be discovered and the word assigned to its proper place in the scale.

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Miss V. Baker infers great possibilities of transfer. She found a high degree of relationship between the difficulty of a word, no form of which had been studied and the number of times it was misspelled, and a lower degree of relationship with those words some form of which had been studied. She does not state whether her conclusions were based on a simple change of form, as just adding, 's' or 'ed', or a more complicated change, as in 'prefer' and 'preferred' or 'shoe' and 'shoeing'.

Negative transfer.

In the case of words which drop the final 'e' to add the suffix 'ing', negative transfer occurred between the base form and the 'ing' form. It also operates to decrease the ability to spell such words as 'preferring' and 'preferred', after studying 'prefer', and in such cases as 'excel' and 'excelling'; 'canoe' and 'canoeing'.

These forms of negative transfer suggest that it is important to try to control such generalizations. Where the principle of construction is different, negative transfer seems to operate.

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Baker, V. M. A. Thesis. University of Iowa.

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Zyve measured the results of transfer, but it was termed "other factors in form". The words used were: fix, mix, six, sift, sing, sixes. The result in mean gains was zero; therefore the stressing of attention to form of the word may be considered of no measurable value. The number of words involved were not enough to give any significance to the conclusions.

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The report by Horn states that grouping of words has doubtful value. He also states that pupils who learn to read by the use of phonics seem to have no advantage in learning to spell words.

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In the "Creative Teaching in the Field of Spelling", the statement is made that all words cannot be spelled by the transfer method. Such words are called "exceptions" and are to be memorized as need arises.

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Gill states that pupils in lower grades are more

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Zyve, Claire T. An Experimental Study of Spelling Methods Teachers College, Columbia University, Contributions to Education, No. 466. -1931.

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Horn, Ernest; The 18th. Yearbook of The National Society for the Study of Education. p.p. 52-77 -1919.

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Miller-Courtis-Watters; Creative Teaching in the Field of Spelling. Wallace Publishing Co. p.p. 119-120 -1931.

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Gill, E. J. The Teaching of Spelling. Journal of Experimental Pedagogy, Vol. 1.

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Book and Harter¹² found that mistakes due to phonetic spelling of words not learned, such as Wednesday, seemed to increase from grade to grade.

From all these studies it is very apparent that transfer of spelling knowledge from known words to unknown words cannot be relied upon.

Kingsley¹³ says, "Grades using test-study method show much better gains in class average." "The general average for the grades using the test-study method is somewhat higher than that of the grades using the study-test method".

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Book, W. F. and Harter, R. S. Mistakes Which Pupils Make in Spelling. Journal of Educational Research. Vol. 19, p.p. 106-118 February 1929.

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Kingsley, John H. The Test-Study Method versus the Study-Test Method in Spelling. Elementary School Journal Vol. 24, No. 2, p.p. 126-129, October 1923.

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Context versus list methods of teaching Spelling.

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Zyve is of the opinion that the context method of teaching gives better results, but most of the experiments tend to show results are better from the list method of spelling.

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R. V. Hunkins in an experimental study shows that the arithmetical mean for the mean difference in the results favored the list test by ten and nine-tenths (10.9) percent. Better scores on the list method were made by sixty-nine and seven-tenths (69.7) percent of the children.

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McKee made a study in 1921 to determine spelling difficulty in context form, and the results showed that pupils spell better in list form than in context form. He made another study in 1927 and obtained about the same results.

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Zyve, Claire T. An Experimental Study of Spelling Methods. Teachers College, Columbia University, Contributions to Education, No. 466. 1931.

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Hunkins, R. V. An Experiment in Column versus Dictation Spelling. Elementary School Journal Vol. 19, May 1919.

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The Hawley and Gallup experiment seems to indicate that context exercises are not an efficient tool for increasing efficiency in spelling. Hawley and Gallup conclude from the results of their experiment, "In general the loss in spelling ability when pupils write in context cannot be prevented any more effectively by using a sentence method than it can by using the list method".

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Zyve says that there is a necessity for some context teaching of spelling, since use in context is the situation offering most difficulty in the spelling of words.

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Distad and Davis found that the list method gave better results in spelling.

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Hawley, W. E. and Gallup, Jackson: The 'List versus the 'Sentence' Method of Teaching Spelling. Journal of Educational Research, Vol. 20. No. 5 p.p. 352-360 . April 1922.

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Zyve, Claire T. An Experimental Study of Spelling Methods. Teachers College, Columbia University, Contributions to Education, No. 466. 1931.

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April 1927.

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Eyre, Elsie T. An Experimental Study of Spelling Methods.
Teachers College, Columbia University. Contributions to
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Bisstad, H. W. and Davis, Eva M. A Comparison of Dicta-
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II. The Problem

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Tidyman suggests that the spelling vocabulary is too large and should be reduced to three thousand or three thousand five hundred words for the elementary grades.

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Jones places the average vocabulary of the eighth grade child at two thousand five hundred words.

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Ayers says, that very few words are used by the average in ordinary correspondence. He said that nine (9) words formed one quarter of all the words used in ordinary correspondence, and that forty-three (43) different words formed one half of all the words used.

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Thompson reports that the chief reasons for advocating the reduction in the number of words taught are:

"(1) The large number of words which are spelled accurately by many pupils without study; (2) the fact that words on the average make gains which are only 50 percent of the possible gain; and (3) the tremendous variability in gains made by words. By teaching only two new words a day the Cleveland

¹⁸

Tidyman, Ph. D., Willard F. The Teaching of Spelling. World Book Co., p.p. 1-20. 1922.

¹⁹

Jones, W. F. Concrete Investigation of the Material of English Spelling. U. S. D. -1914.

²⁰

Ayers, L.P. The Spelling Vocabularies of Personal and Business Letters. Russell Sage Foundation, 1913.

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Thompson Ph. D., Robert S. The Effectiveness of Modern Spelling Instruction. Teachers College, Columbia University, Contributions to Education. No. 436. 1930

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World Book Co., p. 1-30. 1922.

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20 Ayers, L. P. *The Spelling Vocabulary of Personal and*
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21 Thompson, M. D., Robert B. *The Effectiveness of Modern*
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schools were able to achieve substantial mastery of the words taught."

The problem set for this study is that of noting the amount of increases in perfect spellings which results from limiting the spelling load to 2000 words. The grades used were the second, third, fourth, fifth, and sixth. The cooperating towns were Walpole, Watertown, and Wakefield, Massachusetts. The method of procedure is described later.

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III. Selecting A Spelling Vocabulary.

The number of words taught per lesson has been too
¹⁹ high for Jones states, "Our spelling material is bad in that it gives thousands of words which children do not use, and at the same time we are not teaching them to spell the much smaller lists of words which they use."

²² Straubenmuller adds, "The way to avoid error is to give to pupils what they are ready to receive at the time you offer it, to see that the thing offered is what they need most, and to avoid the waste of time and effort involved in teaching things which they cannot apply or use".

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Stratmann, Gustave; A Suggested Minimal Spelling List. Board of Education of the City of New York, Bureau of Reference, Research and Statistics.

Tidman, Ph. D., William F. The Teaching of Spelling. World Book Co., P. 1-20. 1922.

containing six, eight, ten, and even fifteen thousand words. In order to meet the requirements of these voluminous texts it is found necessary to make the daily assignments correspondingly large, so that ten to twenty words are commonly given in a lesson. Facts now well substantiated fail to support this practice. There is not a great variety in the writing vocabularies of children and adults. Ayres found that about nine words recur so frequently as to constitute one fourth of the whole number of words written, while about fifty words with their repetitions constitute one half of all the words we write. Jones places the average writing vocabulary of the eighth grade child at about two thousand five hundred words. Another investigator states that the average number of words used by the high school graduate is not more than four thousand. Thus it appears that a writing vocabulary of four thousand or five thousand words is adequate for the most exacting and varied demands that are likely to be made upon the average child, and that the thorough teaching of three thousand to three thousand five hundred carefully selected words is about all that should be expected of the elementary school; provided that in addition the child is taught how and when to use the dictionary. With a smaller vocabulary to be taught the number of words per lesson may be reduced".

To meet these requirements a new vocabulary had to be selected and arranged for use in the present study. The

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To meet these requirements a new vocabulary had to be selected and arranged for use in the present study. The

New Merrill Speller word list was used as a basis for the selected vocabulary. Two hundred and seventy-three different words were found in the word list of The New Merrill Speller for the second grade; of these, two hundred twenty-seven words were selected for the new word list. In the third grade word list of The New Merrill Speller there were four hundred ninety-eight words; of these three hundred thirty-three words were selected. In the fourth grade word list of The New Merrill Speller there were five hundred sixty-three words, of which two hundred sixty-five were selected for the new word list. In the fifth grade of The New Merrill Speller there were six hundred nine words in the word list, of which two hundred eighty-six words were selected for the new vocabulary word list. The New Merrill Speller sixth grade word list contained five hundred seventy-four words, of which two hundred twenty-one were selected for the new word list.

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IV. Basis for Selecting Words.

All the words in The New Merrill Speller word list were checked with the Teacher's Word List by Thorndike, and any word found to be classified by Thorndike above the first three thousand words was discarded. There were three hundred twenty-six words in The New Merrill Speller that were found to be over the three thousand word rating in The Teacher's Word Book. (See Appendix I) These words were not included in the vocabulary of the new word list. ²³

Table I shows in column five (5) the number of words per grade that were found to be over the three thousand word listing of Thorndike. In The New Merrill Speller, the grade two spelling book had one word over three thousand; the third grade spelling book had thirteen words over the three thousand word list; the fourth grade spelling book had fifty-six words over the three thousand word list; the fifth grade spelling book contained one hundred two words that were found to be listed over the three thousand word listing; and the sixth grade speller was found to contain one hundred fifty-four words that were over the three thousand word listing.

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Thorndike, Edward L. The Teachers Word Book. Teachers College, Columbia University. 1927.

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Table I shows in column five (5) the number of words per grade that were found to be over the three thousand word rating of Thorndike. In The New Merrill Speller, the grade two spelling book had one word over three thousand; the third grade spelling book had thirteen words over the three thousand word list; the fourth grade spelling book had fifty-six words over the three thousand word list; the fifth grade spelling book contained one hundred two words that were found to be listed over the three thousand word listing; and the sixth grade speller was found to contain one hundred fifty-four words that were over the three thousand word listing.

The words, of The New Merrill Spellers were then²⁴ checked with the Iowa Spelling Scales by Ernest J. Ashbaugh, to determine whether the words were in the proper grade. There were nine hundred eighty-three words in The New Merrill Speller, that were not found scaled for that grade in the Iowa Spelling Scales. These words also were not included in the new word list. Table I shows in column three (3) the number of words in each grade that were not found in that grade as scaled by Ashbaugh. In grade two there were forty-one words of The New Merrill Speller that were not scaled by Ashbaugh; in grade three there were one hundred twenty words not scaled; in grade four there were two hundred forty-six; in grade five, two hundred seventy-nine, and in grade six, two hundred ninety-seven.

Table I shows in column seven (7) the number of words that were selected from other sources that were included in the new word list. The new words were selected from Ayers, Buckingham selected word list, the New York City minimal spelling list, Jones' 100 Spelling demons. All of these words were checked with the Thorndike word list to make certain that they came within the first three thousand words of his list, and they were also checked with the Iowa

²⁴

Ashbaugh, Ernest J. The Iowa Spelling Scales. Public School Publishing Co. 1922.

The words of The New Merrill Spellers were then checked with the Iowa Spelling Book by Ernest J. Ashbaugh, to determine whether the words were in the proper grade. There were nine hundred eighty-three words in The New Merrill Speller, that were not found as such in that grade in the Iowa Spelling Book. These words also were not included in the new word list. Table I shows in column three (3) the number of words in each grade that were not found in that grade as such by Ashbaugh. In grade two there were forty-one words of The New Merrill Speller that were not as such by Ashbaugh; in grade three there were one hundred twenty words not as such; in grade four there were two hundred forty-six; in grade five, two hundred seventy-nine; and in grade six, two hundred ninety-seven.

Table I shows in column seven (7) the number of words that were selected from other sources that were included in the new word list. The new words were selected from Ayers, Rockingham selected word list, the New York City minimal spelling list, Jones' 100 Spelling Lessons. All of these words were checked with the Thorndike word list to make certain that they came within the first three thousand words of his list, and they were also checked with the Iowa

Spelling Scale so as to make certain that they had been scaled within the grade they were listed.

Table I in column eight (8) gives the number of words selected for each grade. Grade two has three hundred words. Grades three, four, and five have each four hundred words. Grade six has five hundred words. This makes a total of two thousand words, which is slightly under the number of words that Jones¹⁹ gives for the average writing vocabulary of the eighth grade pupil.

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Jones, W. F. A Concrete Investigation of the Material of English Spelling. U. S. D. 1914.

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¹² Jones, W. F. A Concrete Investigation of the Material of English Spelling. U. S. D. 1914.

TABLE I

Showing, for grades 2-6 inclusive, the source of the words for the new vocabulary.
See Appendix II

1 Gr.	2 Number of words in the New Merrill Speller	3 Number of words not found in the Ash-baugh Word List that were in Merrill's Speller	4 Number of words not found in Thorndike's List that were in Merrill's Speller	5 Number of words in the Merrill's Book found to be over the 3000 rating by Thorndike	6 Number of words selected for the New Vocabulary from the New Merrill Speller	7 Number of words selected for the New Vocabulary from other sources	8 Number of words selected for the New Vocabulary, for the experimental study
II	273	41	0	1	227	73	300
III	498	120	0	13	133	267	400
IV	563	246	46	56	265	135	400
V	609	279	45	102	286	114	400
VI	574	297	33	154	221	279	500

V. The Arrangement of the Word List.

In the second grade word list the first ten lessons are divided into groups of five words each. The next twenty-five lessons are divided into groups of ten words each. The words of each lesson are given in list form first, and below the list form there is a series of sentences. These sentences are given only to clarify the meaning of the word to the pupil; the sentences are in no way related to each other. There is no word used in the sentences that has not been previously studied as a listed spelling word. The teacher could choose any sentence and use every word in the sentence as a review test lesson. The arrangement of words in sentences and in lists is shown in Appendix II, page 102.

The third, fourth, and fifth grades have ten words in each lesson and there are forty lessons for each grade. The sixth grade has fifty lessons of ten words each. The arrangement of the words and the sentences is the same as that given for the second grade.

The control group studied the same number of words that they had been studying through-out the school year, the number of words studied averaging twenty words a week. The only change in the control group from the usual procedure was in the method of teaching. All teachers were given a set of instructions so that the method of instruction in both groups would be the same. These instructions were given to the

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The third, fourth, and fifth grades have ten words in each lesson and there are forty lessons for each grade. The sixth grade has fifty lessons of ten words each. The arrangement of the words and the sentences is the same as that given for the second grade.

VI. The Setting for the Experiment.

The experiment was conducted as three separate experiments, three different sets of schools being used, in three separate towns. These towns were Wakefield, Watertown, and Walpole, Massachusetts. There was a total of one thousand six hundred twenty-four pupils involved in the experiment. There were eight hundred twelve pupils in the experimental group and eight hundred twelve in the control group.

The Wakefield schools used were the Franklin and the Woodville. They are in about the same section of the town and have about the same type of pupils. A great many of the pupils are of Italian parentage. The schools were divided into nearly equal numbers for each grade so that some of the grades in each school were used as experimental classes and others were used as control classes. There were three hundred twenty-one pupils in the experimental group, and three hundred sixteen pupils in the control group. The experiment was conducted for a period of eight weeks.

The control group studied the same number of words that they had been studying through-out the school year, the number of words studied averaging twenty words a week. The only change in the control group from the usual procedure was in the method of teaching. All teachers were given a set of instructions so that the method of instruction in both groups would be the same. These instructions were given to the

VI. The Testing for the Experiment.

The experiment was conducted as three separate experiments, three different sets of schools being used, in three separate towns. These towns were Woburn, Watertown, and Walpole, Massachusetts. There was a total of one thousand six hundred twenty-four pupils involved in the experiment. There were eight hundred twelve pupils in the experimental group and eight hundred twelve in the control group.

The Woburn schools used were the Franklin and the Woodville. They are in about the same section of the town and have about the same type of pupils. A great many of the pupils are of Italian parentage. The schools were divided into nearly equal numbers for each grade so that some of the grades in each school were used as experimental classes and others were used as control classes. There were three hundred twenty-one pupils in the experimental group, and three hundred sixteen pupils in the control group. The experiment was conducted for a period of eight weeks.

The control group studied the same number of words that they had been studying through-out the school year, the number of words studied averaging twenty words a week. The only change in the control group from the usual procedure was in the method of teaching. All teachers were given a set of instructions so that the method of instruction in both groups would be the same. These instructions were given to the

teachers on a printed sheet in order to aid in reducing variation in the methods of teaching.

The experimental group was given the new word list. (Appendix II.) This word list took the place of the regular spelling books with its word list. The teacher was instructed to begin the experiment at the point she would normally have reached if she had used the new word list the whole year. In all of the groups this was the twenty-eighth lesson and continued through the rest of the year.

The marks the pupils received on the Friday test were the ones used in this experiment. All marks received on the Friday tests were to be reported, even if the pupil had been absent every day but Friday. There was no grouping of the pupils as to ability, race, or sex. The class was considered as a representative group such as might be found in any school and was treated as a unit. The number of pupils in each group was not equalized, although in selecting the classes those that had about equal numbers were the ones that were used in the experiment. The instructions on the method of teaching the spelling lesson to be followed during the eight weeks period were:

1. The teacher will write the word on the blackboard.
2. The teacher will pronounce the word.

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1. The teacher will write the word on the blackboard.
2. The teacher will pronounce the word.

3. The pupils will pronounce the word. (As a group or individually.)
4. The teacher will use the word in a sentence.
5. The pupils will copy the word in a note book.
6. The teacher will pronounce the word again.
7. The teacher will then erase the word.
8. The teacher will follow the same procedure for each word in the lesson.
9. The teacher will then dictate the words and the pupils will write them.
10. The papers may be corrected by the pupils.
11. Those pupils who have correctly written all the words are excused from the spelling class until the Friday written lesson. The Friday test must be taken by all the pupils.
12. Those who did not correctly write all the words will repeat the lesson the next day and every day until they have mastered the words.

The experiment in Watertown was for a period of nine weeks. Two different schools were used for the experiment. In the Brown School, two classes of the second, third, fourth, fifth, and sixth grades were used as the experimental group. The Hosmer School was used as the control school, and two classes each of the second, third, fourth, fifth and sixth grades composed the control group. The two schools are in different sections of the town but the pupils in both

3. The pupils will pronounce the word. (As a group or individually.)
4. The teacher will use the word in a sentence.
5. The pupils will copy the word in a note book.
6. The teacher will pronounce the word again.
7. The teacher will then erase the word.
8. The teacher will follow the same procedure for each word in the lesson.
9. The teacher will then dictate the words and the pupils will write them.
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The experiment in Watertown was for a period of nine weeks. Two different schools were used for the experiment. In the Brown School, two classes of the second, third, fourth, fifth, and sixth grades were used as the experimental group. The Homer School was used as the control school, and two classes each of the second, third, fourth, fifth and sixth grades composed the control group. The two schools are in different sections of the town but the pupils in both

schools are very similar in type, and the schools have about the same number of pupils. The instructions and the conditions for the experiment were the same as those given for the Wakefield experiment. There were six hundred fifty-five pupils in the experiment. Three hundred twenty-six pupils were in the experimental group, and three hundred twenty-nine pupils in the control group.

The experiment in Walpole was for a period of ten weeks. The classes were selected so that the number of pupils in the control group would nearly equal the number in the experimental group. Walpole is a small town and the population is reasonably homogeneous. The instructions and the conditions for the experiment were the same as those given for the Wakefield group. There were three hundred thirty-two pupils in the experiment. One hundred sixty-seven pupils were in the control group and one hundred sixty-five in the experimental group.

schools are very similar in type, and the schools have about the same number of pupils. The instructions and the conditions for the experiment were the same as those given for the Waskett experiment. There were six hundred fifty-five pupils in the experimental group, and three hundred twenty-nine pupils in the control group.

The experiment in Waskett was for a period of ten weeks. The classes were selected so that the number of pupils in the control group would nearly equal the number in the experimental group. Waskett is a small town and the population is reasonably homogeneous. The instructions and the conditions for the experiment were the same as those given for the Waskett group. There were three hundred thirty-two pupils in the experimental group, and one hundred sixty-five pupils were in the control group.

VII. The Study.

The three experiments will be considered as separate studies, and then they will be combined and considered as one study.

A. In the Walpole experiment (Table II and Figure I) there were three hundred thirty-two pupils involved: one hundred sixty-seven pupils in the control group, and one hundred sixty-five pupils in the experimental group. The experiment was conducted for a period of ten weeks. The results are considered in percent of the group receiving the score, and also the number that received that score, so that a pupil receiving ten scores would be credited ten times. There were two thousand forty-five cases in this experiment, of which the control group had nine hundred forty-eight cases, and the experimental group one thousand ninety-seven. All the scores received were considered: if a pupil had been absent one or more Fridays, the day the test was given, the scores that he received when he was present were not discarded. The scores of the control group were divided on a twenty item test from zero to one hundred, while the scores of the experimental group were divided on a ten item test from zero to one hundred.

The control group had two hundred papers that received a score of one hundred; this was twenty-one and one-tenth percent of all the papers. There were one hundred

VII. The Study.

The three experiments will be considered as separate studies, and then they will be combined and considered as one study.

A. In the whole experiment (Table II and Figure I) there were three hundred thirty-two pupils involved: one hundred sixty-seven pupils in the control group, and one hundred sixty-five pupils in the experimental group. The experiment was conducted for a period of ten weeks. The results are considered in percent of the group receiving the score, and also the number that received that score, so that a pupil receiving ten scores would be credited ten times. There were two thousand forty-five cases in this experiment, of which the control group had nine hundred forty-eight cases, and the experimental group one thousand ninety-seven. All the scores received were considered: if a pupil had been absent one or more Fridays, the day the test was given, the scores that he received when he was present were not considered. The scores of the control group were divided on a twenty item test from zero to one hundred, while the scores of the experimental group were divided on a ten item test from zero to one hundred.

The control group had two hundred papers that received a score of one hundred; this was twenty-one and one-tenth percent of all the papers. There were one hundred

TABLE II.

SHOWING FOR GRADES 2-6 INCLUSIVE, FOR WALPOLE, MASSACHUSETTS. FOR CONTROL AND EXPERIMENTAL GROUPS, THE DISTRIBUTION OF SCORES ON FINAL TESTS AFTER TEN WEEKS OF WORK. 167 PUPILS IN CONTROL GROUP: 165 PUPILS IN EXPERIMENTAL GROUP. (THE DISTRIBUTION FOR THE CONTROL GROUP IS FOR A TWENTY ITEM TEST; THE EXPERIMENTAL GROUP, A TEN ITEM TEST.)

CONTROL GROUP			EXPERIMENTAL GROUP	
SCORE	PERCENT	NUMBER	PERCENT	NUMBER
100	21.1	200	51.32	563
95	12.45	118		
90	21.41	203	32.72	359
85	16.46	156		
80	5.38	51	8.75	96
75	8.97	85		
70	3.27	31	3.83	41
65	4.64	43		
60	3.8	36	2.73	30
55	1.69	16		
50	.95	9	.55	6
45				
40			.18	2
CASES		948		1097
MEDIAN		90		100
MEAN SCORE		86.12		92.38

TABLE II.

SHOWING FOR GRADES 2-8 INCLUSIVE, FOR WAILLOE, MASSACHUSETTS.
 FOR CONTROL AND EXPERIMENTAL GROUPS, THE DISTRIBUTION OF SCORES
 ON FINAL TESTS AFTER TEN WEEKS OF WORK. 167 PUPILS IN CONTROL
 GROUP; 168 PUPILS IN EXPERIMENTAL GROUP. (THE DISTRIBUTION
 FOR THE CONTROL GROUP IS FOR A TWENTY ITEM TEST; THE
 EXPERIMENTAL GROUP, A TEN ITEM TEST.)

CONTROL GROUP		EXPERIMENTAL GROUP	
SCORE	PERCENT	NUMBER	PERCENT
100	21.1	300	21.32
95	12.48	118	
90	21.41	203	32.72
85	16.46	156	
80	5.38	51	8.75
75	8.97	88	
70	3.27	31	3.88
65	4.64	48	
60	3.8	36	2.72
55	1.69	16	
50	.95	9	.55
45			
40			.18
TOTALS		1097	100
MEAN SCORE		86.12	92.39
MEDIAN		90	100
CASES		168	167

Percent

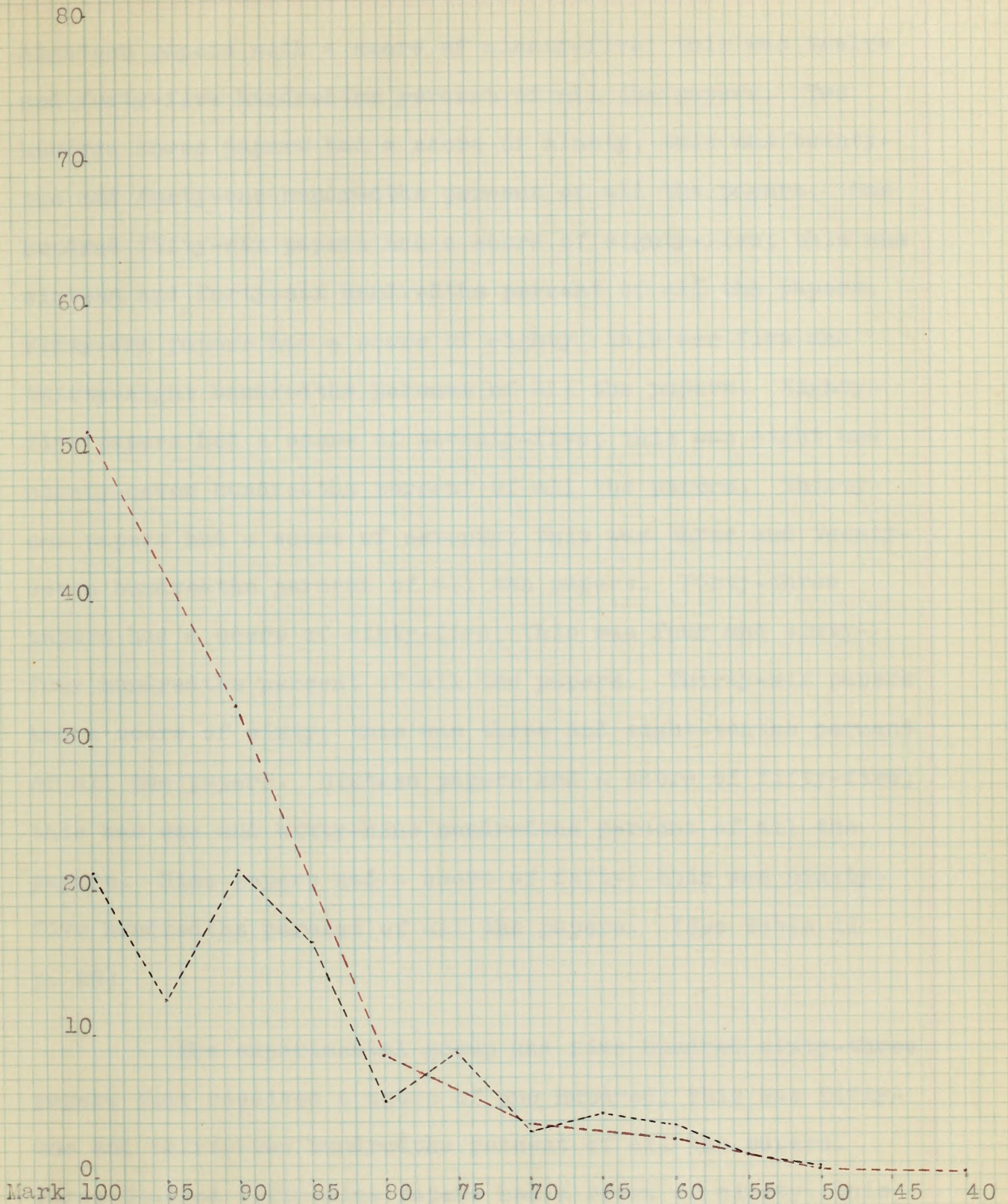
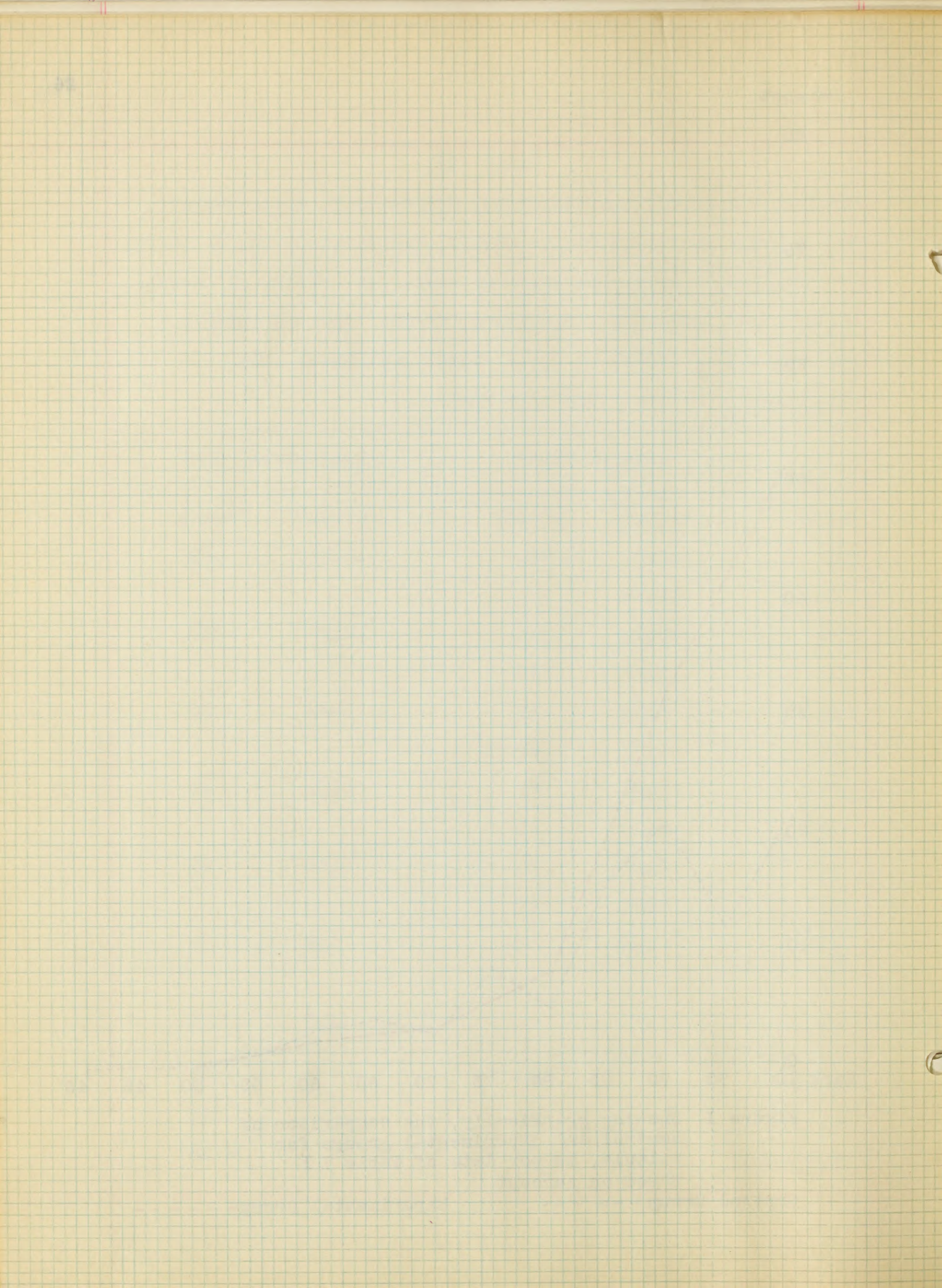


Figure I Showing graphically, the comparison of control and experimental groups for Walpole, as per data of Table I I
Based on percent

Control Group - - - - -

Experimental Group - - - - -



eighteen papers with a score of ninety-five; this was twelve and forty-five hundredths percent of all the papers. Two hundred three papers had a score of ninety; this was twenty-one and forty-one hundredths percent of all the papers. One hundred fifty-six papers had a score of eighty-five; this was sixteen and forty-six hundredths percent of all the papers. Fifty-one papers had a score of eighty; this was five and thirty-eight hundredths percent of all the papers. Eighty-five papers had a score of seventy-five; this was eight and ninety-seven hundredths percent of all the papers. Thirty-one papers had a score of seventy; this was three and twenty-seven hundredths percent of all the papers. Forty-three papers had a score of sixty-five; this was four and sixty-four hundredths percent of all the papers. Thirty-six papers had a score of sixty; this was three and eight-tenths percent of all the papers. Sixteen papers had a score of fifty-five; this was one and sixty-nine hundredths percent of all the papers. Nine papers had a score of fifty; this was ninety-five hundredths percent of all the papers. (See Table II p. 25)

The experimental group had five hundred sixty-three papers that received a score of one hundred; this was fifty-one and thirty-two hundredths percent of all the papers. Three hundred fifty-nine papers had a score of ninety; this was thirty-two and seventy-two hundredths percent of all the papers. Ninety-six papers had a score of eighty; this was

eighteen papers with a score of ninety-five; this was twelve
and forty-five hundredths percent of all the papers. Two
hundred three papers had a score of ninety; this was twenty-
one and forty-one hundredths percent of all the papers. One
hundred fifty-six papers had a score of eighty-five; this was
sixteen and forty-six hundredths percent of all the papers.
Fifty-one papers had a score of eighty; this was five and
eighty-eight hundredths percent of all the papers. Eighty-
five papers had a score of seventy-five; this was eight and
ninety-seven hundredths percent of all the papers. Thirty-
one papers had a score of seventy; this was three and twenty-
seven hundredths percent of all the papers. Forty-three
papers had a score of sixty-five; this was four and sixty-
four hundredths percent of all the papers. Thirty-six papers
had a score of sixty; this was three and eight-tenths percent
of all the papers. Sixteen papers had a score of fifty-five;
this was one and sixty-nine hundredths percent of all the
papers. Nine papers had a score of fifty; this was ninety-
five hundredths percent of all the papers. (See Table II)

p. 28)

The experimental group had five hundred sixty-three
papers that received a score of one hundred; this was fifty-
one and thirty-two hundredths percent of all the papers.
Three hundred fifty-nine papers had a score of ninety; this
was thirty-two and seventy-two hundredths percent of all the
papers. Ninety-six papers had a score of eighty; this was

eight and seventy-five hundredths percent of all the papers. Forty-one papers had a score of seventy; this was three and eighty-three hundredths percent of all the papers. Thirty papers had a score of sixty; this was two and seventy-three hundredths percent of all the papers. Six papers had a score of fifty; this was fifty-five hundredths percent of all the papers. Two papers had a score of forty; this was eighteen hundredths percent of all the papers.

The experimental group had thirty and twenty-two hundredths percent more papers with a score of a hundred than the control group had. The median for the control group is ninety; for the experimental group the median is one hundred. The mean score for the control group is eighty-six and twelve hundredths; for the experimental group the mean score is ninety-two and thirty-eight hundredths.

The control group had nine hundred twenty-nine papers that received a score of one hundred; this was forty-five and fifty-eight hundredths percent of all the papers. There were three hundred sixty papers that received a score of ninety-five; this was seventeen and seventy-six hundredths percent of all the papers. Two hundred fifty-four papers

eight and seventy-five hundredths percent of all the papers.
 Forty-one papers had a score of seventy; this was three and
 eighty-three hundredths percent of all the papers. Thirty
 papers had a score of sixty; this was two and seventy-three
 hundredths percent of all the papers. Six papers had a score
 of fifty; this was fifty-five hundredths percent of all the
 papers. Two papers had a score of forty; this was eighteen
 hundredths percent of all the papers.

The experimental group had thirty and twenty-two
 hundredths percent more papers with a score of a hundred than
 the control group had. The median for the control group is
 ninety; for the experimental group the median is one hundred.
 The mean score for the control group is eighty-six and twelve
 hundredths; for the experimental group the mean score is
 ninety-two and thirty-eight hundredths.

B. The Watertown Experiment.

In the Watertown experiment (Table III and Figure II) there were six hundred fifty-five pupils involved. There were three hundred twenty-nine pupils in the control group, and three hundred twenty-six pupils in the experimental group. The experiment was conducted for a period of nine weeks. The results are considered in percent of the group receiving the scores, and in numbers of the scores received, so that a pupil receiving nine scores would be credited nine times. There were three thousand nine hundred sixty-one cases in this experiment, of which the control group had two thousand thirty-eight cases, and the experimental group one thousand nine hundred twenty-three. All the scores received were considered. If a pupil was absent one or more Fridays, the day the tests were given, the scores that he received when he was present were not discarded. The scores of the control group were divided on a twenty item test from zero to a hundred, while the scores of the experimental group were divided on a ten item test from zero to a hundred.

The control group had nine hundred twenty-nine papers that received a score of one hundred; this was forty-five and fifty-eight hundredths percent of all the papers. There were three hundred sixty papers that received a score of ninety-five; this was seventeen and seventy-six hundredths percent of all the papers. Two hundred fifty-four papers

B. The Waterston Experiment.

In the Waterston experiment (Table III and Figure II) there were six hundred fifty-five pupils involved. There were three hundred twenty-nine pupils in the control group, and three hundred twenty-six pupils in the experimental group. The experiment was conducted for a period of nine weeks. The results are considered in percent of the group receiving the scores, and in numbers of the scores received, so that a pupil receiving nine scores would be credited nine times. There were three thousand nine hundred sixty-one cases in this experiment, of which the control group had two thousand thirty-eight cases, and the experimental group one thousand nine hundred twenty-three. All the scores received were considered. If a pupil was absent one or more Fridays, the day the tests were given, the scores that he received when he was present were not discarded. The scores of the control group were divided on a twenty-five test from zero to a hundred, while the scores of the experimental group were divided on a ten test from zero to a hundred.

The control group had nine hundred twenty-nine papers that received a score of one hundred; this was forty-five and fifty-eight hundredths percent of all the papers. There were three hundred sixty papers that received a score of ninety-five; this was seventeen and seventy-six hundredths percent of all the papers. Two hundred fifty-four papers

TABLE III

SHOWING FOR GRADES 2-6 INCLUSIVE FOR WATERTOWN, MASSACHUSETTS. FOR CONTROL AND EXPERIMENTAL GROUPS, THE DISTRIBUTION OF SCORES ON FINAL TESTS AFTER NINE WEEKS OF WORK. 329 PUPILS IN CONTROL GROUP: 326 PUPILS IN EXPERIMENTAL GROUP. (THE DISTRIBUTION FOR THE CONTROL GROUP IS FOR A TWENTY ITEM TEST; THE EXPERIMENTAL GROUP, A TEN ITEM TEST.)

CONTROL GROUP			EXPERIMENTAL GROUP	
SCORE	PERCENT	NUMBER	PERCENT	NUMBER
100	45.58	929	75.56	1453
95	17.76	360		
90	12.46	254	15.86	305
85	6.82	139		
80	6.9	140	4.52	86
75	3.09	63		
70	2.5	51	2.08	40
65	1.1	23		
60	1.17	35	1.2	23
55	.99	20		
50	.49	10	.52	10
45	.39	8		
40	.29	6	.31	6
CASES		2038		1923
MEDIAN SCORE		95		100
MEAN SCORE		91.64		95.97

TABLE III

SHOWING FOR GRADES 2-6 INCLUSIVE FOR WATERTOWN, MASSACHUSETTS.
 FOR CONTROL AND EXPERIMENTAL GROUPS, THE DISTRIBUTION OF SCORES
 ON FINAL TESTS AFTER NINE WEEKS OF WORK. 323 PUPILS IN CONTROL
 GROUP: 322 PUPILS IN EXPERIMENTAL GROUP. (THE DISTRIBUTION
 FOR THE CONTROL GROUP IS FOR A TWENTY ITEM TEST; THE
 EXPERIMENTAL GROUP, A TEN ITEM TEST.)

CONTROL GROUP		EXPERIMENTAL GROUP	
SCORE	PERCENT	NUMBER	PERCENT
100	45.83	929	75.56
95	17.46	360	
90	12.46	254	15.86
85	6.82	139	
80	6.9	140	4.32
75	3.09	63	
70	2.5	51	2.08
65	1.1	23	
60	1.17	35	1.2
55	.99	20	
50	.49	10	.55
45	.39	8	
40	.39	6	.21
CASSES		2038	1223
MEDIAN SCORE		95	100
MEAN SCORE		91.64	95.97

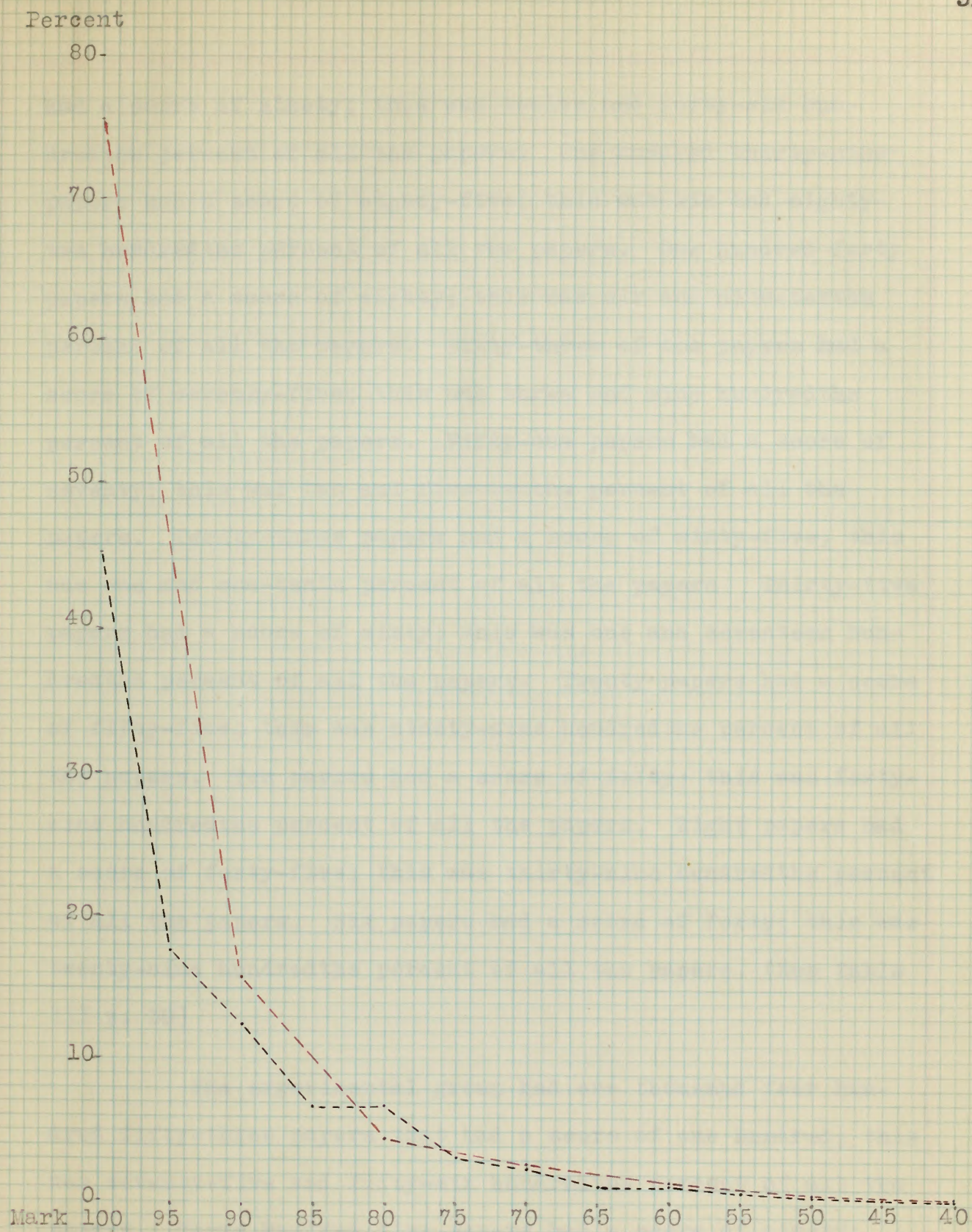
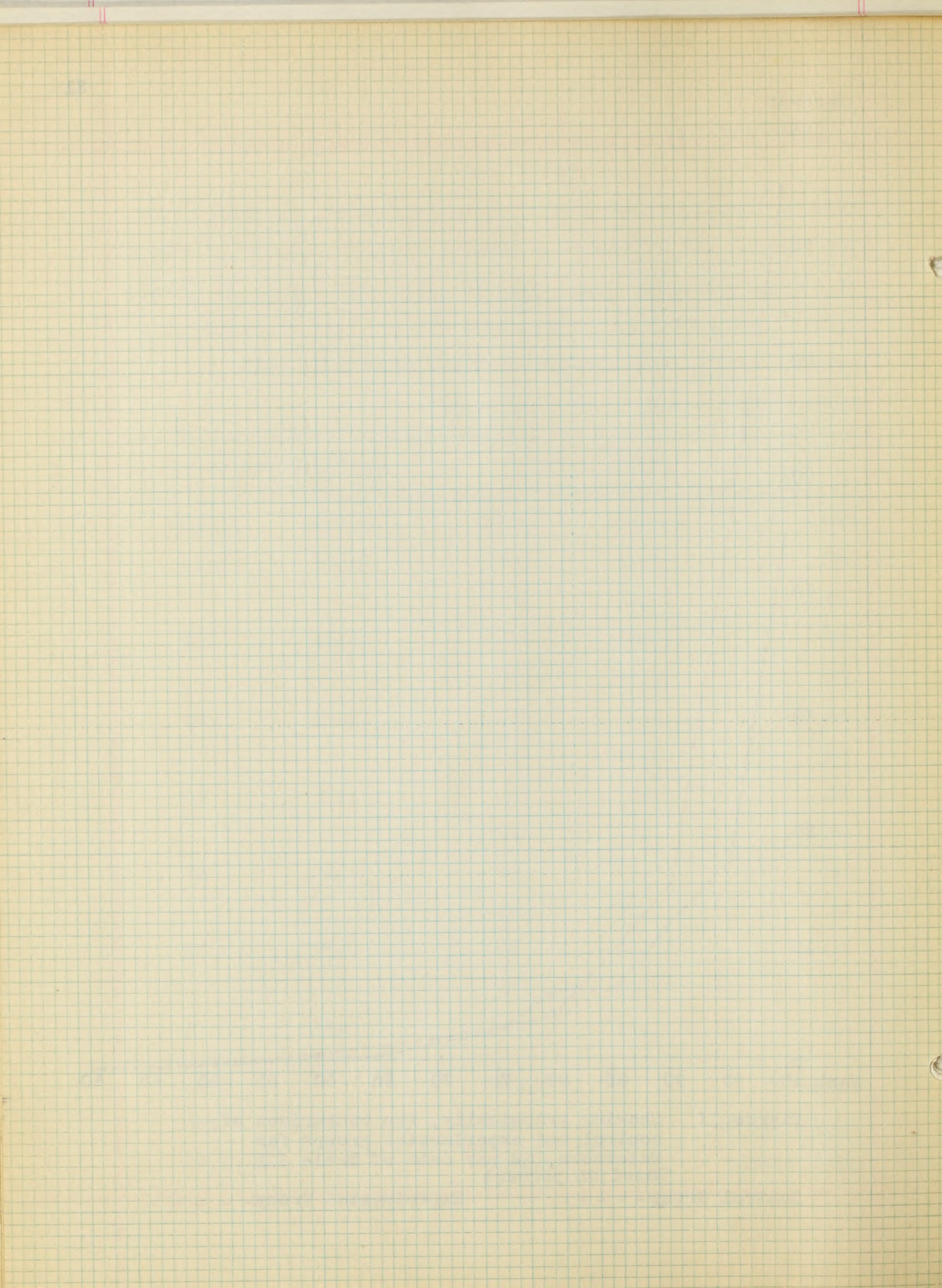


Figure II Showing graphically, the comparison of control and experimental groups for Watertown, as per data of Table III
Based on percent

Control Group - - - - -

Experimental Group - - - - -



had a score of ninety; this was twelve and forty-six hundredths percent of all the papers. One hundred thirty-nine papers had a score of eighty-five; this was six and eighty-two hundredths percent of all the papers. One hundred forty papers had a score of eighty; this was six and nine-tenths percent of all the papers. Sixty-three of the papers had a score of seventy-five; this was three and nine hundredths percent of all the papers. Fifty-one papers had a score of seventy; this was two and five-tenths percent of all the papers. Twenty-three papers had a score of sixty-five; this was one and one-tenth percent of all the papers. Thirty-five papers had a score of sixty; this was one and seventeen hundredths percent of all the papers. Twenty papers had a score of fifty-five; this was ninety-nine hundredths percent of all the papers. Ten papers had a score of fifty; this was forty-nine hundredths percent of all the papers. Eight papers had a score of forty-five; this was thirty-nine hundredths percent of all the papers. Six papers had a score of forty; this was twenty-nine hundredths percent of all the papers. (See Table III p. 30)

The experimental group had one thousand four hundred fifty-three papers that had a score of one hundred; this was seventy-five and fifty-six hundredths percent of all the papers. Three hundred five papers had a score of ninety; this was fifteen and eighty-six hundredths percent of all the papers. Eighty-six papers had a score of eighty; this was

had a score of ninety; this was twelve and forty-six hundredths percent of all the papers. One hundred thirty-nine papers had a score of eighty-five; this was six and eighty-two hundredths percent of all the papers. One hundred forty papers had a score of eighty; this was six and nine-tenths percent of all the papers. Sixty-three of the papers had a score of seventy-five; this was three and nine hundredths percent of all the papers. Fifty-one papers had a score of seventy; this was two and five-tenths percent of all the papers. Twenty-three papers had a score of sixty-five; this was one and one-tenth percent of all the papers. Thirty-five papers had a score of sixty; this was one and seven-tenths percent of all the papers. Twenty papers had a score of fifty-five; this was nine-tenths percent of all the papers. Ten papers had a score of fifty; this was forty-nine hundredths percent of all the papers. Eight papers had a score of forty-five; this was thirty-nine hundredths percent of all the papers. Six papers had a score of forty; this was twenty-nine hundredths percent of all the papers. (See Table III p. 30)

The experimental group had one thousand four hundred and thirty-three papers that had a score of one hundred; this was seventy-five and fifty-six hundredths percent of all the papers. Three hundred five papers had a score of ninety; this was fifteen and eighty-six hundredths percent of all the papers. Eighty-six papers had a score of eighty; this was

four and fifty-two hundredths percent of all the papers. Forty papers had a score of seventy; this was two and eight hundredths percent of all the papers. Twenty-three papers had a score of sixty; this was one and two-tenths percent of all the papers. Ten papers had a score of forty; this was thirty-one hundredths percent of all the papers. (See Table III p. 30)

The experimental group had twenty-nine and ninety-eight hundredths percent more papers with a score of one hundred than the control group had. The median for the control group is ninety-five; for the experimental group the median is one hundred. The mean score for the control group is ninety-one and sixty-four hundredths; for the experimental group the mean score is ninety-five and ninety-seven hundredths.

The control group had one thousand one hundred seventy-nine papers that received a score of one hundred; this was forty-five and eight-hundredths percent of all the papers. There were four hundred forty-one papers with a score of ninety-five; this was seventeen and fifteen hundredths percent of all the papers. Three hundred twenty-

four and fifty-two hundredths percent of all the papers.
 Forty papers had a score of seventy; this was two and eight
 hundredths percent of all the papers. Twenty-three papers
 had a score of sixty; this was one and two-tenths percent of
 all the papers. Ten papers had a score of forty; this was
 thirty-one hundredths percent of all the papers. (See Table
 III p. 30)

The experimental group had twenty-nine and ninety-
 eight hundredths percent more papers with a score of one hun-
 dred than the control group had. The median for the control
 group is ninety-five; for the experimental group the median
 is one hundred. The mean score for the control group is
 ninety-one and sixty-four hundredths; for the experimental
 group the mean score is ninety-five and ninety-seven
 hundredths.

C. The Wakefield Experiment.

In the Wakefield experiment (Table IV and Figure III) there were six hundred thirty-seven pupils involved; three hundred sixteen pupils in the control group, and three hundred twenty-one pupils in the experimental group. The experiment was conducted for a period of eight weeks. The results are considered in percent of the group receiving the scores and in numbers of the scores received, so that a pupil receiving eight scores would be credited eight times. This gave five thousand one hundred eighteen cases, of which the control group had two thousand five hundred seventy cases, and the experimental group two thousand five hundred forty-eight. All the marks received were considered. If a pupil was absent one or more Fridays, the day of the test, the scores that he received when he was present were not discarded. The scores of the control group were divided on a twenty item test from zero to a hundred, while the experimental group scores were divided on a ten item test from zero to a hundred.

The control group had one thousand one hundred seventy-nine papers that received a score of one hundred; this was forty-five and eighty-six hundredths percent of all the papers. There were four hundred forty-one papers with a score of ninety-five; this was seventeen and fifteen hundredths percent of all the papers. Three hundred twenty-

C. The Winkfield Experiment.

In the Winkfield experiment (Table IV and Figure III) there were six hundred thirty-seven pupils involved; three hundred sixteen pupils in the control group, and three hundred twenty-one pupils in the experimental group. The experiment was conducted for a period of eight weeks. The results are presented in percent of the group receiving the scores and in numbers of the scores received, so that a pupil receiving eight scores would be credited eight times. This gave five thousand one hundred eighty-seven cases, of which the control group had two thousand five hundred seventy cases, and the experimental group two thousand five hundred forty-eight. All the marks received were considered. If a pupil was absent one or more Fridays, the day of the test, the scores that he received when he was present were not considered. The scores of the control group were divided on a twenty item test from zero to a hundred, while the experimental group scores were divided on a ten item test from zero to a hundred.

The control group had one thousand one hundred seventy-nine papers that received a score of one hundred; this was forty-five and eighty-six hundredths percent of all the papers. There were four hundred forty-one papers with a score of ninety-five; this was seventeen and fifteen hundredths percent of all the papers. Three hundred twenty-

TABLE IV.

SHOWING FOR GRADES 2-6 INCLUSIVE, FOR WAKEFIELD, MASSACHUSETTS. FOR CONTROL AND EXPERIMENTAL GROUPS, THE DISTRIBUTION OF SCORES ON FINAL TESTS AFTER EIGHT WEEKS OF WORK. 316 PUPILS IN CONTROL GROUP: 321 PUPILS IN EXPERIMENTAL GROUP. (THE DISTRIBUTION FOR THE CONTROL GROUP IS FOR A TWENTY ITEM TEST; THE EXPERIMENTAL GROUP, A TEN ITEM TEST.)

CONTROL GROUP			EXPERIMENTAL GROUP	
SCORE	PERCENT	NUMBER	PERCENT	NUMBER
100	45.86	1179	75.04	1912
95	17.15	441		
90	12.72	327	16.21	413
85	6.81	175		
80	6.75	173	4.28	109
75	3.03	78		
70	2.57	66	2.24	57
65	1.78	33		
60	1.75	45	.98	25
55	1.01	26		
50	.47	12	.82	21
45	.35	9		
40	.12	6	.43	11
CASES		2570		2548
MEDIAN SCORE		95		100
MEAN SCORE		91.8		95.79

TABLE IV.
SHOWING FOR GRADES 2-6 INCLUSIVE, FOR WAKEFIELD, MASSACHUSETTS,
FOR CONTROL AND EXPERIMENTAL GROUPS, THE DISTRIBUTION OF SCORES
ON FINAL TESTS AFTER EIGHT WEEKS OF WORK. 316 PUPILS IN CONTROL
GROUP; 321 PUPILS IN EXPERIMENTAL GROUP. (THE DISTRIBUTION
FOR THE CONTROL GROUP IS FOR A TWENTY ITEM TEST; THE
EXPERIMENTAL GROUP, A TEN ITEM TEST.)

EXPERIMENTAL GROUP		CONTROL GROUP		SCORE
NUMBER	PERCENT	NUMBER	PERCENT	
1912	75.04	1179	45.86	100
		441	17.15	95
413	16.21	327	12.72	90
		175	6.81	85
109	4.28	173	6.75	80
		78	3.03	75
87	3.34	66	2.57	70
		33	1.28	65
25	.98	45	1.75	60
		26	1.01	55
21	.83	13	.47	50
		9	.35	45
11	.43	6	.13	40
2548		2570	CASES	
100		95	MEDIAN SCORE	
92.79		91.8	MEAN SCORE	

Percent

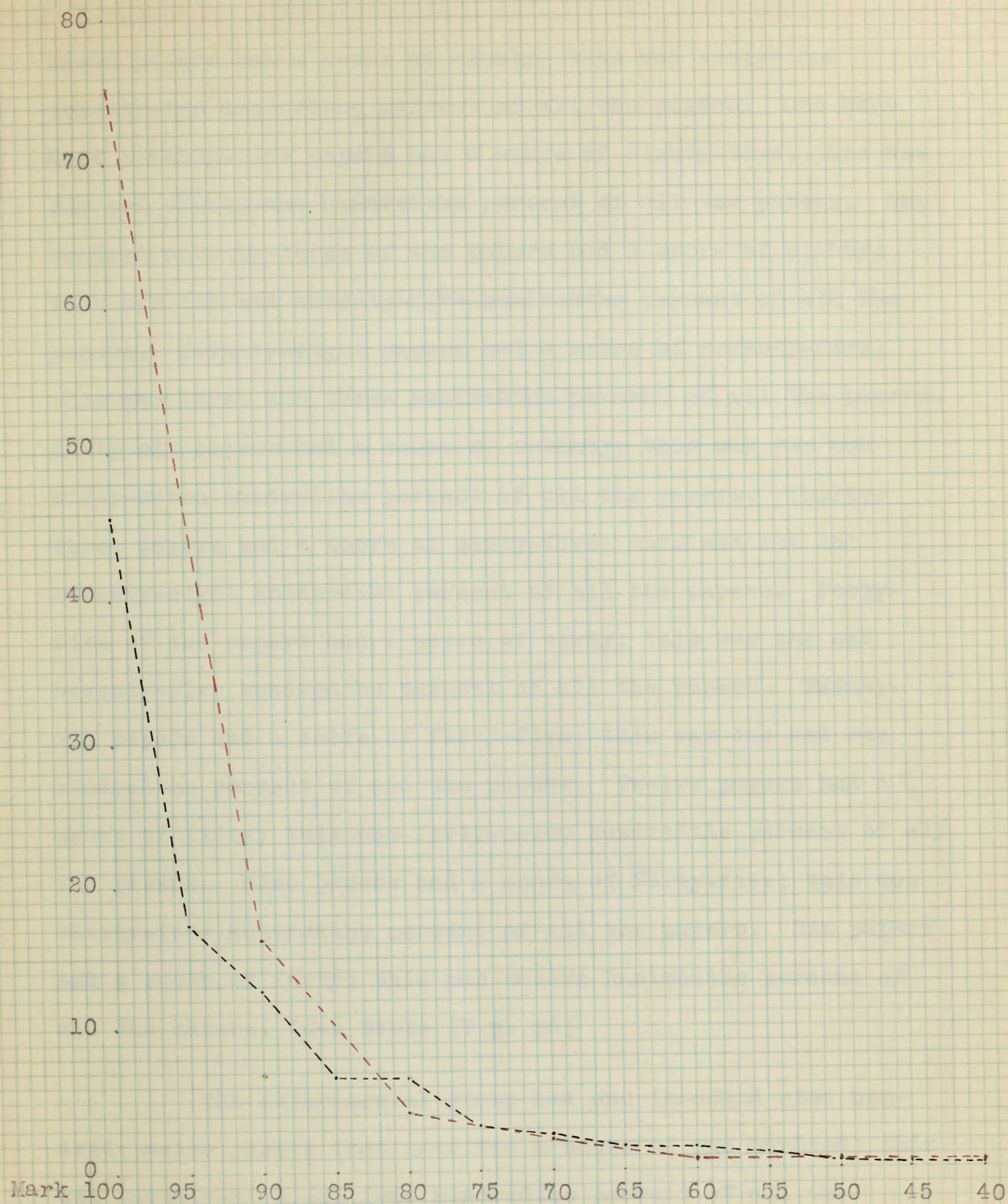


Figure III Showing graphically, the comparison of control and experimental groups for Wakefield, as per data of Table IV
Based on percent

Control Group - - - - -

Experimental Group - - - - -

seven papers had a score of ninety; this was twelve and seventy-two hundredths percent of all the papers. One hundred seventy-five papers had a score of eighty-five; this was six and eighty-one hundredths percent of all the papers. One hundred seventy-three of the papers had a score of eighty; this was six and seventy-five hundredths percent of all the papers. Seventy-eight papers had a score of seventy-five; this was three and three hundredths percent of all the papers. Sixty-six papers had a score of seventy; this was two and fifty-seven hundredths percent of all the papers. Thirty-three papers had a score of sixty-five; this was one and seventy-eight hundredths percent of all the papers. Forty-five of the papers had a score of sixty; this was one and seventy-five hundredths percent of all the papers. Twenty-six papers had a score of fifty-five; this was one and one hundredths percent of all the papers. Twelve papers had a score of fifty; this was forty-seven hundredths percent of all the papers. Nine papers had a score of forty-five; this was thirty-five hundredths percent of all the papers. Six papers had a score of forty; this was twelve hundredths percent of all the papers. (See Table IV p. 35)

The experimental group had one thousand nine hundred twelve papers that received a score of one hundred; this was seventy-five and four hundredths percent of all the papers. Four hundred thirteen papers had a score of ninety; this was sixteen and twenty-one hundredths percent of all the

papers. One hundred nine papers had a score of eighty; this was four and twenty-eight hundredths percent of all the papers. Fifty-seven papers had a score of seventy; this was two and twenty-four hundredths percent of all the papers. Twenty-five papers had a score of sixty; this was ninety-eight hundredths percent of all the papers. Twenty-one papers had a score of fifty; this was eighty-two hundredths percent of all the papers. Eleven papers had a score of forty; this was forty-three hundredths percent of all the papers. (See Table IV p. 35)

The experimental group had twenty-nine and eighteen hundredths percent more papers, with a score of a hundred, than the control group had. The median for the control group is ninety-five; for the experimental group the median is one hundred. The mean score for the control group is ninety-one and eight tenths; for the experimental group the mean score is ninety-five and seventy-nine hundredths.

papers. One hundred nine papers had a score of eighty; this was four and twenty-eight hundredths percent of all the papers. Fifty-seven papers had a score of seventy; this was two and twenty-four hundredths percent of all the papers. Twenty-five papers had a score of sixty; this was ninety-eight hundredths percent of all the papers. Twenty-one papers had a score of fifty; this was eighty-two hundredths percent of all the papers. Eleven papers had a score of forty; this was forty-three hundredths percent of all the papers. (See Table IV p. 35)

The experimental group had twenty-nine and eighteen hundredths percent more papers, with a score of a hundred, than the control group had. The median for the control group is ninety-five; for the experimental group the median is one hundred. The mean score for the control group is ninety-one and eight tenths; for the experimental group the mean score is ninety-five and seventy-nine hundredths.

D. The Combined Experiment.

All three experiments were considered as one study (Table V and Figure IV), to obtain a total summary. The totals of each score of the Walpole, Watertown, and Wakefield experiments were added together in this study. There were one thousand six hundred twenty-four pupils involved; eight hundred twelve pupils in the control group and the same number in the experimental group.

In this study there were eleven thousand one hundred twenty-four cases, the control group having five thousand five hundred fifty-six cases, and the experimental group five thousand five hundred sixty-eight. All the scores received were considered. If a pupil had been absent one or more Fridays, the day the tests were given, the scores that he received when he was present were not discarded. The scores of the control group were divided on a twenty item test from zero to one hundred, while the scores of the experimental group were divided on a ten item test from zero to one hundred.

The control group had two thousand three hundred eight papers that received a score of one hundred; this was forty-one and fifty-four hundredths percent of all the papers. There were nine hundred eighteen papers that received a score of ninety-five; this was sixteen and fifty-two hundredths percent of all the papers. There were seven hundred eighty-

B. The Combined Experiment.

All three experiments were considered as one study.

(Table V and Figure IV), to obtain a total summary. The totals of each score of the Walpole, Waterbury, and Weymouth experiments were added together in this study. There were one thousand six hundred twenty-four pupils involved; eight hundred twelve pupils in the control group and the same number in the experimental group.

In this study there were eleven thousand one hundred and twenty-four cases, the control group having five thousand five hundred fifty-six cases, and the experimental group five thousand five hundred sixty-eight. All the scores received were considered. If a pupil had been absent one or more test days, the day the tests were given, the scores that he received when he was present were not discarded. The scores of the control group were divided on a twenty item test from zero to one hundred, while the scores of the experimental group were divided on a ten item test from zero to one hundred.

The control group had two thousand three hundred eight papers that received a score of one hundred; this was forty-one and fifty-four hundredths percent of all the papers. There were nine hundred eighteen papers that received a score of ninety-five; this was sixteen and fifty-two hundredths percent of all the papers. There were seven hundred eighty-

TABLE V.

SHOWING FOR GRADES 2-6 INCLUSIVE, FOR THE WHOLE EXPERIMENT. FOR CONTROL AND EXPERIMENTAL GROUPS, THE DISTRIBUTION OF SCORES ON FINAL TESTS. 812 PUPILS IN CONTROL GROUP: 812 PUPILS IN EXPERIMENTAL GROUP. (THE DISTRIBUTION FOR THE CONTROL GROUP IS FOR A TWENTY ITEM TEST; THE EXPERIMENTAL GROUP, A TEN ITEM TEST.)

CONTROL GROUP			EXPERIMENTAL GROUP	
SCORE	PERCENT	NUMBER	PERCENT	NUMBER
100	41.54	2308	70.55	3928
95	16.52	918		
90	14.11	784	19.34	1077
85	8.46	470		
80	6.55	364	5.23	291
75	4.07	226		
70	2.66	148	2.48	138
65	1.78	99		
60	2.88	116	1.4	78
55	1.12	62		
50	.56	31	.67	37
45	.31	17		
40	.22	12	.34	19
CASES		5556		5568
MEDIAN		95		100
MEAN SCORE		90.78		95.18

TABLE V.

SHOWING FOR GRADES 2-6 INCLUSIVE, FOR THE WHOLE EXPERIMENT, FOR CONTROL AND EXPERIMENTAL GROUPS, THE DISTRIBUTION OF SCORES ON FINAL TESTS. 812 PUPILS IN CONTROL GROUP; 612 PUPILS IN EXPERIMENTAL GROUP. (THE DISTRIBUTION FOR THE CONTROL GROUP IS FOR A TWENTY ITEM TEST; THE EXPERIMENTAL GROUP, A TEN ITEM TEST.)

CONTROL GROUP		EXPERIMENTAL GROUP	
SCORE	PERCENT	NUMBER	PERCENT
100	41.54	3308	70.55
95	16.52	918	
90	14.11	784	19.34
85	8.46	470	
80	6.55	364	5.23
75	4.07	336	
70	2.66	148	2.48
65	1.78	99	
60	2.88	116	1.4
55	1.12	62	
50	.56	31	.87
45	.31	17	
40	.23	12	.34
MEAN SCORE	90.78		95.18
MEDIAN	95		100
CASES	5556		5568

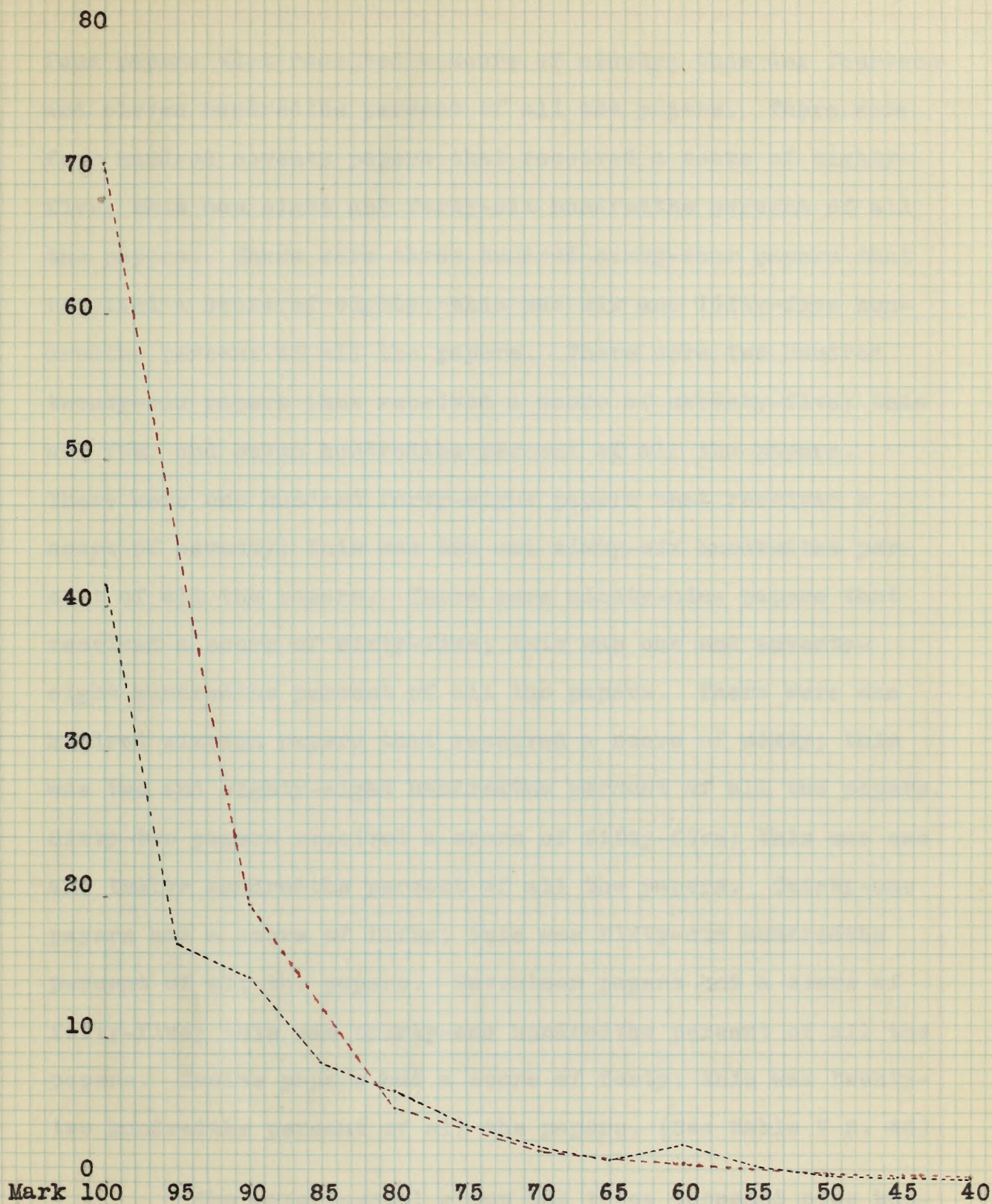


Figure IV Showing graphically, the comparison of control and experimental groups for the whole experiment, as per data of Table V
Based on percent

Control Group -----

Experimental Group -----

10

20

30

40

50

60

70

80

90

100 90 80 70 60 50 40 30 20 10 0

Figure 14. The dependence of the concentration of the solution on the volume of the solution. The concentration of the solution is given in g/l. The volume of the solution is given in ml. The concentration of the solution is given in g/l. The volume of the solution is given in ml.

four papers that received a score of ninety; this was fourteen and eleven hundredths percent of all the papers. There were four hundred seventy papers that received a score of eighty-five; this was eight and forty-six hundredths percent of all the papers. There were three hundred sixty-four papers that received a score of eighty; this was six and fifty-five hundredths percent of all the papers. There were two hundred twenty-six papers that received a score of seventy-five; this was four and seven hundredths percent of all the papers. There were one hundred forty-eight papers that received a score of seventy; this was two and sixty-six hundredths percent of all the papers. There were ninety-nine papers that received a score of sixty-five; this was one and seventy-eight hundredths percent of all the papers. There were one hundred sixteen papers that received a score of sixty; this was two and eighty-eight hundredths percent of all the papers. Sixty-two papers received a score of fifty-five; this was one and twelve hundredths percent of all the papers. Thirty-one papers had a score of fifty; this was fifty-six hundredths percent of all the papers. Seventeen papers had a score of forty-five; this was thirty-one hundredths percent of all the papers. Twelve papers had a score of forty; this was twenty-two hundredths percent of all the papers. (See Table V p. 40)

The experimental group had three thousand nine hundred twenty-eight papers that had a score of one hundred; this was seventy and fifty-five hundredths percent of all the

four papers that received a score of ninety; this was fourteen and eleven hundredths percent of all the papers. There were four hundred seventy papers that received a score of eighty-five; this was eight and forty-six hundredths percent of all the papers. There were three hundred sixty-four papers that received a score of eighty; this was six and fifty-five hundredths percent of all the papers. There were two hundred twenty-six papers that received a score of seventy-five; this was four and seven hundredths percent of all the papers. There were one hundred forty-eight papers that received a score of seventy; this was two and sixty-six hundredths percent of all the papers. There were ninety-nine papers that received a score of sixty-five; this was one and seventy-eight hundredths percent of all the papers. There were one hundred sixteen papers that received a score of sixty; this was two and eighty-eight hundredths percent of all the papers. Sixty-two papers received a score of fifty-five; this was one and twelve hundredths percent of all the papers. Thirty-one papers had a score of fifty; this was fifty-six hundredths percent of all the papers. Seventeen papers had a score of forty-five; this was thirty-one hundredths percent of all the papers. Twelve papers had a score of forty; this was twenty-two hundredths percent of all the papers. (See Table V p. 40)

The experimental group had three thousand nine hundred and twenty-eight papers that had a score of one hundred; this was seventy and fifty-five hundredths percent of all the

papers. There were one thousand seventy-seven papers that received a score of ninety; this was nineteen and thirty-four hundredths percent of all the papers. There were two hundred ninety-one papers that received a score of eighty; this was five and twenty-three hundredths percent of all the papers. There were one hundred thirty-eight papers with a score of seventy; this was two and forty-eight hundredths percent of all the papers. There were seventy-eight papers that had a score of sixty; this was one and four tenths of all the papers. There were thirty-seven papers that had a score of fifty; this was sixty-seven hundredths percent of all the papers. There were nineteen papers that had a score of forty; this was thirty-four hundredths percent of all the papers. (See Table V p. 40)

The experimental group had one thousand six hundred twenty papers or twenty-nine and one hundredths percent more papers with a score of a hundred than the control group had. The median for the control group is ninety-five; the median for the experimental group is one hundred. The mean score for the control group is ninety and seventy-eight hundredths; for the experimental group the mean score is ninety-five and eighteen hundredths.

papers. There were one thousand seventy-seven papers that received a score of ninety; this was nineteen and thirty-four hundredths percent of all the papers. There were two hundred ninety-one papers that received a score of eighty; this was five and twenty-three hundredths percent of all the papers. There were one hundred thirty-eight papers with a score of seventy; this was two and forty-eight hundredths percent of all the papers. There were seventy-eight papers that had a score of sixty; this was one and four tenths of all the papers. There were thirty-seven papers that had a score of fifty; this was six and seven hundredths percent of all the papers. There were nineteen papers that had a score of forty; this was three and four hundredths percent of all the papers. (See Table

V p. 40)

The experimental group had one thousand six hundred twenty papers or twenty-nine and one hundredths percent more papers with a score of a hundred than the control group had. The median for the control group is ninety-five; the median for the experimental group is one hundred. The mean score for the control group is ninety and seventy-eight hundredths; for the experimental group the mean score is ninety-five and eighteen hundredths.

VIII. Significance of the Percentage Differences.

Chief reliance for conclusions in this study is placed upon the tables of percentage of results of the experiments as shown in Table II, III, IV, and V.

The discussion of these tables has called attention to differences in the results. It is the purpose of this brief section to explain the method or formula for determining the significance of these differences; to apply the formula to a typical case, and to try to give a general idea of the differences that are statistically significant.

Holzinger²⁵ gives an equation for the probable error of percentage frequency, being equation 102, as follows:

$$P. E. f_p = .6745 \sqrt{\frac{f_p (100-f_p)}{N}}$$

in which, f_p is the percentage score or frequency, and N is the number of cases.

Referring to Table V, p. 40; we note that 41.54% of the control group made a score of 100%; that 70.55% of the experimental group made a score of 100%; and that the difference in favor of the experimental group is 29.01%.

25

Holzinger, Karl J. Statistical Methods for Students in Education, p. 244. Ginn and Co. 1928.

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The discussion of these tables has called attention to differences in the results. It is the purpose of this brief section to explain the method or formula for determining the significance of these differences; to apply the formula to a typical case, and to try to give a general idea of the differences that are statistically significant.

Holinger gives an equation for the probable error of percentage frequency, being equation 108, as follows:

$$P. E. \pm p = .6745 \sqrt{\frac{p(100-p)}{N}}$$

in which, p is the percentage score or frequency, and N is the number of cases.

Referring to Table V, p. 40; we note that 41.54% of the control group made a score of 100%; that 70.55% of the experimental group made a score of 100%; and that the difference in favor of the experimental group is 29.01%.

Applying the Holzinger formular 102 to the 41.54% we have:

$$P. E. \text{ of } 41.54 = .6745 \sqrt{\frac{41.54 - (100 - 41.54)}{2308}} = .692$$

This particular 41.54 may be thought of therefore as $41.54 \pm .692$. The value of N, the number of control cases receiving one hundred (100) percent in the control group is taken from Table V.

Applying the Holzinger formula 102 to the 70.55% for the Experimental group, we secure for the P. E. f_p :

$$P. E. \text{ of } 70.55\% = .6745 \sqrt{\frac{70.55(100 - 70.55)}{3928}} = .49$$

This particular 70.55 may be thought of therefore as $70.55 \pm .49$.

There the matter might rest, except for the fact that the present purpose is to note differences. If 41.54% of the Control group received one hundred (100) percent scores, and 70.55% of the Experimental group received one hundred (100) percent scores, the difference is 29.01% in favor of the Experimental group. How significant is this percentage difference of 29.01%?

Holzinger²⁵ develops a formula 102 for significance of percentage difference, as follows:

25

Holzinger, Karl J. Statistical Methods for Students in Education, p. 244. Ginn and Co. -1928.

of percentage difference, as follows:

Holinger develops a formula for significance

difference of 25.01%

Experimental group. Now significant is this percentage percent scores, the difference is 25.01% in favor of the

and 70.55% of the Experimental group received one hundred (100) of the Control group received one hundred (100) percent scores, that the present purpose is to note differences. It is 41.54%

There the matter might rest, except for the fact

as 70.55% = 49.

This particular 70.55 may be thought of therefore

$$P. E. \text{ of } 70.55 = \frac{.6745 \sqrt{70.55(100-70.55)}}{3938} = .49$$

for the Experimental group, we secure for the P. E. 49:

Applying the Holinger formula for the 70.55%

from Table V.

ceiving one hundred (100) percent in the control group is taken 41.54% = 69%. The value of N, the number of control cases re-

This particular 41.54 may be thought of therefore as

$$P. E. \text{ of } 41.54 = \frac{.6745 \sqrt{41.54(100-41.54)}}{3938} = .69$$

we have:

Applying the Holinger formula for the 41.54%

$$P. E. (diff.) = (P. E. \text{ of 1st percent})^2 + (P. E. \text{ of 2nd percent})^2$$

Applying now the Holzinger formula as given above, in order to secure the probable error of the difference of these two percents, 41.54 and 70.55, we have:

$$P. E. (diff.) = \sqrt{(.692)^2 + (.49)^2} = .48864$$

Therefore the difference 70.55-41.54 may be written $29.01 \pm .48864$. This difference being more than five times the P. E. is a significant difference.

By applying this same procedure, percentage differences in any of the tables; II, III, IV, and V, may be figured as to their statistical significance.

Mere inspection of Tables II, III, IV, and V, makes it evident that there are many significant differences. It is therefore obviously significant; that only 21.1% of the Control group received one hundred (100) percent scores, as against 51.32% for the Experimental group, in the Walpole experiment, (See Table II, p. 25);

that only 45.58% of the Control group received one hundred (100) percent scores, as against 75.56% for the Experimental group, in the Watertown experiment, (See Table III, p. 30);

that only 45.86% of the Control group received one hundred (100) percent scores, as against 75.04% for the Experimental group, in the Wakefield experiment, (See Table IV, p. 35).

P. E. (511) = (P. E. of 1st percent) - (P. E. of 2nd percent) 2

Applying now the Holinger formula as given above,

in order to secure the probable error of the difference of

these two percents, 41.54 and 70.55, we have:

$$P. E. (511) = \sqrt{(.692)^2 - (.49)^2} = .4884$$

Therefore the difference 70.55-41.54 may be written

29.01 ± .4884. This difference being more than five times the

P. E. is a significant difference.

By applying this same procedure, percentage differ-

ences in any of the tables; II, III, IV, and V, may be figured

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experiment, (See Table II, p. 25);

that only 45.58% of the Control group received one

hundred (100) percent scores, as against 75.56% for the Experi-

mental group, in the Watertown experiment, (See Table III, p. 26);

that only 45.86% of the Control group received one

hundred (100) percent scores, as against 75.04% for the Experi-

mental group, in the Wicketfield experiment, (See Table IV, p. 27).

12. Conclusions.

It would be interesting to know the results of applying the percentage difference formulae to all of the comparable differences in all the scores in Tables II, III, IV, and V. This study was to determine only mastery of spelling as shown by the percentage of perfect scores received in the weekly tests.

The results of the tests that were given each Friday to the two groups were then compared.

General Findings.

The experimental group in each of the three experiments had a greater number of papers with perfect scores than the control group. The mean score in the three experimental groups was higher than the mean score of the three control groups. The results of the three experiments conducted in three different towns were similar.

The Walpole Experiment. The experimental group in the Walpole experiment had thirty and twenty-two hundredths percent (30.22%) more papers with a perfect score than the control group. The median for the control group is ninety (90); the median for the experimental group is one hundred (100). The mean score for the control group is eighty-six and twelve hundredths (86.12). The experimental group has a mean score of ninety-two and thirty-eight hundredths (92.38).

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IX. Conclusions.

In this study one group, known as the control group, continued to study the same number of words per week that they had been studying before the experiment started; this was twenty (20) words. The other group, known as the experimental group, studied ten (10) words a week.

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The experimental group in each of the three experiments had a greater number of papers with perfect scores than the control group. The mean score in the three experimental groups was higher than the mean score of the three control groups. The results of the three experiments conducted in three different towns were similar.

The Walpole Experiment. The experimental group in the Walpole experiment had thirty and twenty-two hundredths percent (50.83%) more papers with a perfect score than the control group. The median for the control group is ninety (90); the median for the experimental group is one hundred (100). The mean score for the control group is eighty-six and twelve hundredths (86.12). The experimental group has a mean score of ninety-two and thirty-eight hundredths (92.38).

The experimental group had six and twenty-six hundredths (6.26) more points than the control group. The experimental group had two (2) papers with a score of forty (40). This gave the experimental group more papers with lower scores than the control group.

The Watertown Experiment. The experimental group in the Watertown experiment had twenty-nine and ninety-eight hundredths percent (29.98%) more papers with a perfect score than the control group. The median for the control group is ninety-five (95). The median for the experimental group is one hundred (100). The mean score for the control group is ninety-one and sixty-four hundredths (94.64). The experimental group has a mean score of ninety-five and ninety-seven hundredths (95.97). This gave the experimental group four and thirty-three hundredths (4.33) more points than the control group.

The Wakefield Experiment. The experimental group in the Wakefield experiment had twenty-nine and eighteen hundredths percent (29.18%) more papers with a perfect score than the control group. The median for the control group is ninety-five (95). The median for the experimental group is one hundred (100). The mean score for the control group is ninety-one and eight tenths (91.8). The experimental group has a mean score of ninety-five and seventy-nine hundredths (95.79). The experimental group had three and ninety-nine

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hundredths (3.99) more points than the control group. There were nine (9) more papers with a score of fifty (50), and there were five (5) more papers with a score of forty (40) in the experimental group. This gave the experimental group a slightly higher percent of the papers with lower scores than the control group.

The Combined Experiment. The combined experimental groups had twenty-nine and one hundredths percent (29.01 .48864) more papers with a perfect score than the combined control groups. The median for the control group is ninety-five (95). The median for the experimental group is one hundred (100). The mean score for the control group is ninety and seventy-eight hundredths (90.78). The experimental group has a mean score of ninety-five and eighteen hundredths (95.18). The experimental group had four and four tenths (4.4) more points than the control group. There were six (6) more papers with a score of fifty (50), and there were seven (7) more papers with a score of forty (40), in the experimental group. This gave the experimental group a slightly higher percent of the papers, with lower scores, than the control group.

There was only a difference of four and four tenths percent (4.4%) in the mean of the two groups. The control group no doubt mastered more words than the experimental group, for only fifty-three hundredths percent (.53%) of the papers in the control group fell below fifty percent (50%), the point

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percent (4.4%) in the mean of the two groups. The control group no doubt mastered more words than the experimental group for only fifty-three hundredths percent (.53%) of the papers in the control group fell below fifty percent (50%), the point

where they would have spelled correctly as many words as those of the experimental group who made one hundred (100) percent.

²⁶
Rice in 1897, indicated that the final test in Spelling is written copy of the pupil in spontaneous letters or compositions. The results of this experiment cannot be conclusive until the spelling of compositions, written by the pupils of this experiment, can be compared.

It is to be expected that pupils should receive more perfect scores when they study half as many words, but there can be no value to studying a great number of words if the words are not mastered. The new vocabulary (Appendix II) has two thousand words that are sufficient for the writing requirements of the sixth grade pupil. The greater number of pupils who can spell all the words that they use indicates that the teaching of spelling has been improved as judged by the criterion set up for this experiment.

Other words may be added to the individual's vocabulary as the individual finds that new words are needed. To be able to include new words in one's vocabulary, the individual must be taught how to use a dictionary, so that any time a new word is needed the individual has only to consult a dictionary.

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Rice, J. M. The Futility of the Spelling Grind.
Forum XXIII - 1897 p.p. 163-172.

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86
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87
Hise, J. M. The Psychology of the Spelling Grade.
Forum XIII - 1897. P. 163-173.

This study has attempted to give evidence as to whether the number of perfect scores in spelling can be increased and whether the spelling load has any effect on the ability of pupils to master spelling. It shows that at least twenty-nine percent (29%) more pupils have been able to master spelling, with a lighter load. Further studies should be made over a period of five years to include the whole vocabulary as given in Appendix II, p. 102. The final criterion of the ability of the pupils to master spelling would be to check the spelling in compositions and letters written by the pupils. This would then determine definitely the effect of a light spelling load on the ability of pupils to master spelling.

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GRADE 2

BOOK GROUPS.

Thornhill's
Grading.Lathrop's
Grading.Kern's Iron
Grading.

APPENDIX I

GRADING OF THE WORDS

age	71-15	9-75-76	1a
all	202-1a1	7-28-70	1a
along	95-1a2	11-20-63	1a
an	141-1a1	9-75-79	1a
and	217-1a1	9-75-76	1a
are	156-1a2	14-12-40	1a
at	180-1a1	8-22-77	1a
be	204-1a1	9-75-76	1a
but	94-1a1	12-10-74	1a
by	203-1a1	11-20-63	1a
very	203-1a1	11-20-63	1a
day	61-15	10-73-71	1b
do	22-1a2	10-73-70	1a
do	27-15		1b
done	41-2a	12-20-40	1b
fall	76-1a2	10-73-73	1a
fall	27-15	12-20-42	1b
for	12-25	11-24-43	1a
in	200-1a1	7-22-77	1a
is	105-1a2	11-24-43	1a
is	40-15	10-73-71	1a
is	129-1a1	12-20-40	1a
is	44-15	11-24-43	1a
is	20-1a4	9-75-76	1a
is	47-15	12-20-42	1a
is	79-1a2	14-12-40	1a
is	50-15	12-20-40	1b
is	25-1a2	12-20-42	1a
is	114-1a2	8-22-77	1a
is	29-15	12-20-44	1a
is	75-15	11-24-43	1a
is	122-1a2	7-22-77	1a
is	108-1a1	8-75-76	1a
is	25-15	12-14-43	1a
is	20-1a2	14-12-40	1a
is	191-1a1	11-24-43	1a
is	24-15	12-20-42	1a
is	146-1a2	11-24-43	1a
is	112-1a2	11-24-43	1a
is	153-1a1	8-75-76	1a
is	22-15	11-24-43	1a
is	12-15	12-20-40	1a
is	24-1a2	14-12-40	1a
is	44-2a	9-75-77	1a

APPENDIX I

GRADING OF THE WORDS

GRADE 2

300 WORDS.

	Thorndike's Grading.	Ashbaugh's Grading.	Horn's Iowa Grading.
ago	72-1b	9-79-79	1a
all	203-1a1	7-88-90	1a
along	99-1a3	13-50-53	1a
am	91-1a4	11-66-68	1a
an	181-1a1	9-79-79	1a
and	210-1a1	5-94-94	1a
any	158-1a1	14-42-40	1a
are	183-1a1	6-92-92	1a
as	204-1a1	9-79-78	1a
ask	94-1a4	13-50-54	1a
at	203-1a1	6-92-92	1a
away	125-1a2	9-79-78	1a
baby	61-1b	10-73-71	1b
bad	82-1a5	10-73-70	1a
bag	57-1b		2b
bake	41-2a	13-50-48	4b
ball	76-1a5	10-73-75	2a
band	57-1b	12-58-62	2b
bat	19-3b	11-66-68	3b
be	206-1a1	7-88-89	1a
bed	105-1a3	11-66-65	1a
bee	58-1b	10-73-72	3b
been	159-1a1	13-50-50	1a
bell	66-1b	11-66-69	3a
big	89-1a4	9-79-80	1a
bill	67-1b	12-58-62	1a
bird	79-1a5	14-42-45	3b
bit	50-1b	13-50-50	1b
blue	82-1a5	13-50-46	1b
book	114-1a2	8-84-85	1a
born	59-1b	13-50-54	3a
box	75-1a	11-66-68	1a
boy	122-1a2	7-88-87	1a
but	196-1a1	9-79-80	1a
butter	55-1b	14-44-45	3a
buy	80-1a5	14-42-40	1a
by	191-1a1	11-66-65	1a
cake	56-1b	12-58-55	2b
call	146-1a2	11-67-67	1a
came	113-1a2	11-66-68	1a
can	163-1a1	6-92-91	1a
cap	53-1b	11-66-69	2b
car	52-1b	13-50-50	1a
care	98-1a3	14-42-40	1a
cat	46-2a	9-79-77	3b

GRADE 2

300 WORDS.

	Thorndike's Grading.	Ashbaugh's Grading.	Horn's Iowa Grading.
cent	51-1b	12-58-60	2a
child	85-1a4	12-58-56	1b
class	60-1b	14-42-42	1a
coat	74-1b	12-58-55	2a
cold	104-1a3	10-73-73	1a
come	151-1a1	8-84-83	1a
cook	57-1b	17-21-21	2b
corn	78-1a5	11-66-69	2a
cost	70-1b	15-34-37	1a
cow	54-1b	10-73-76	2a
cry	74-1b		2a
cup	60-1b	12-58-61	3a
cut	113-1a2	12-58-57	1a
day	176-1a1	5-94-95	1a
dear	87-1a4	10-73-76	1a
did	140-1a2	8-84-82	1a
do	180-1a1	9-84-83	1a
dog	73-1b	7-88-88	2a
doll	28-2b		5b
door	107-1a3	10-73-73	1b
down	144-1a2	12-58-61	1a
dry	69-1b		2a
ear	77-1a5		3b
eat	88-1a4	10-73-71	1b
egg	78-1a5	14-42-38	2a
end	126-1a2	11-66-67	1a
ever	117-1a2	12-58-61	1a
eye	120-1a2	15-34-37	1b
fall	126-1a2	12-58-62	1b
far	115-1a2	11-66-67	1a
fast	79-1a5	11-66-65	2a
fat	50-1b	7-79-77	1b
father	114-1a2	15-34-32	1b
fed	30-2b		3b
feet	82-1a5	11-66-65	1b
fell	67-1b	13-50-52	2b
fill	94-1a4	11-66-65	1b
find	131-1a2	11-66-65	1a
first	136-1a2	15-34-35	1a
fish	66-1b	12-58-57	3a
fit	68-1b	14-42-41	1b
five	101-1a3	11-66-69	1a
fix	55-1b	16-27-29	2a
flag	43-2a		4a

300 WORDS.			GRADE 2
Horn's Iowa Grading.	Ashbaugh's Grading.	Thorndike's Grading.	
2a	12-58-60	51-1b	vent
1b	12-58-56	52-1a4	child
1a	14-48-42	60-1b	class
2a	12-58-55	74-1b	coat
1a	10-73-78	104-1a3	cold
1a	8-84-82	151-1a1	come
2b	17-21-21	57-1b	cook
2a	11-52-59	78-1a3	corn
1a	12-34-37	70-1b	cost
2a	10-73-76	54-1b	cow
2a		74-1b	cry
2a	12-58-61	60-1b	cup
1a	12-58-57	113-1a3	cut
1a	5-94-95	176-1a1	day
1a	10-73-76	87-1a4	dear
1a	8-84-82	140-1a3	did
1a	9-84-83	160-1a1	do
2a	7-83-86	73-1b	dog
2b		28-2b	doll
1b	10-73-73	107-1a3	door
1a	12-58-61	144-1a3	down
2a		69-1b	dry
2b		77-1a3	ear
1b	10-73-71	68-1a4	eat
2a	14-42-38	78-1a3	egg
1a	11-52-57	122-1a3	end
1a	12-58-61	117-1a3	ever
1b	12-34-37	120-1a3	eye
1b	12-58-62	126-1a3	fall
1a	11-52-57	112-1a3	far
2a	11-52-55	79-1a3	fast
1b	7-72-77	50-1b	fat
1b	12-34-32	114-1a3	father
2b		20-2b	fed
1b	11-52-55	82-1a3	feed
2b	12-50-52	67-1b	fell
1b	11-52-55	94-1a4	fill
1a	11-52-55	131-1a3	find
1a	12-34-32	122-1a3	first
2a	12-52-57	62-1b	fish
1b	14-42-41	63-1b	fit
1a	11-52-59	101-1a3	five
2a	12-37-39	55-1b	fix
4a		42-2a	flag

GRADE 2

300 WORDS.

	Thorndike's Grading.	Ashbaugh's Grading.	Horn's Iowa Grading.
flat	44-2a	11-66-65	2b
fly	76-1a5		2b
food	78-1a5	12-58-57	2b
for	201-1a1	8-84-85	1a
fox	39-2a		
free	86-1a4	11-66-66	1b
from	195-1a1	11-66-67	1a
fun	39-2a	12-58-58	1b
game	69-1b	12-58-56	1b
gave	92-1a4	12-58-60	1a
get	136-1a2	10-73-76	1a
girl	98-1a3	10-73-73	1a
give	145-1a2	11-66-67	1a
glad	79-1a5	11-66-64	1a
go	161-1a1	7-88-89	1a
gold	91-1a4	9-79-77	2a
good	168-1a1	8-84-86	1a
got	136-1a2	10-73-76	1a
grade	31-2b	12-58-57	1b
had	172-1a1	11-66-64	1a
hall	66-1b	13-50-51	2b
hand	148-1a2	9-79-79	1a
has	146-1a2	10-73-71	1a
hat	67-1b	10-73-75	1b
have	194-1a1	7-79-81	1a
hay	47-2a	12-58-57	2a
he	194-1a1	6-92-93	1a
hear	114-1a2	13-50-46	1a
help	109-1a3	13-50-46	1a
hen	43-2a	9-79-79	3b
her	161-1a1	11-66-64	1a
here	155-1a1	12-58-57	1a
hill	88-1a4	11-66-68	3a
him	175-1a1	12-58-58	1a
his	194-1a1	8-84-83	1a
hit	32-2b	11-66-69	3a
hold	106-1a3	12-58-60	1b
home	128-1a2	10-73-71	1a
hook	32-2b		43
hop	27-3a		66
hot	80-1a5	11-66-63	1b
how	171-1a1	8-84-83	1a
ice	61-1b	11-66-66	2a
if	178-1a1	8-84-85	1a

300 WORDS.			GRADE 2
Thorndike's Grading.	Ashbaugh's Grading.	Horn's Iowa Grading.	
178-lal	8-84-85	1a	if
61-lp	11-88-88	2a	ice
171-lal	8-84-83	1a	how
80-las	11-88-83	1p	hot
87-2a		6e	hop
32-2p		43	hook
128-las	10-73-71	1a	home
106-las	12-58-60	1p	hold
32-2p	11-88-69	3a	hit
194-lal	8-84-83	1a	his
175-lal	12-58-58	1a	him
88-las	11-88-68	3a	hill
155-lal	12-58-57	1a	here
161-lal	11-88-64	1a	her
43-2a	9-79-79	3p	hen
109-las	13-50-46	1a	help
114-las	13-50-46	1a	hear
194-lal	6-92-92	1a	he
47-2a	12-58-37	3a	hey
194-lal	7-79-81	1a	have
67-lp	10-73-75	1p	hat
146-las	10-73-71	1a	has
148-las	9-79-79	1a	hand
66-lp	12-50-51	3p	half
172-lal	11-88-64	1a	had
31-2p	12-58-57	1p	grade
136-las	10-73-76	1a	got
168-lal	8-84-86	1a	good
91-las	9-79-77	3a	gold
161-lal	7-88-89	1a	go
79-las	11-88-64	1a	glass
145-las	11-88-67	1a	give
98-las	10-73-73	1a	girl
136-las	10-73-76	1a	get
92-las	12-58-60	1a	gave
69-lp	12-58-56	1p	game
39-2a	12-58-58	1p	fun
195-lal	11-88-67	1a	from
86-las	11-88-66	1p	free
39-2a		1a	fox
201-lal	8-84-85	1a	for
78-las	12-58-57	3p	food
76-las		3p	fly
44-2a	11-88-85	3p	flat

GRADE 2

300 WORDS.

	Thorndike's Grading.	Ashbaugh's Grading.	Horn's Iowa Grading.
in	211-1a1	8-84-83	1a
into	163-1a1	9-79-79	1a
is	187-1a1	5-94-95	1a
it	199-1a1	5-94-94	1a
joy	65-1b	13-50-53	2b
jump	49-1b	14-42-40	3b
kill	81-1a5	13-50-53	3b
king	99-1a3	11-66-66	3b
kiss	52-1b	12-58-61	2b
lake	71-1b	13-50-54	2b
land	122-1a2	9-79-80	1b
last	149-1a2	9-79-78	1a
late	98-1a3	13-50-53	1b
lay	95-1a3	11-66-65	2a
leg	65-1b	14-42-42	2b
let	132-1a2	8-84-83	1a
like	172-1a1	11-66-68	1a
live	139-1a2	12-58-60	1b
long	174-1a1	13-50-54	1a
look	144-1a2	8-84-82	1a
lost	76-1a5	12-58-59	1b
lot	60-1b	10-73-73	1a
love	112-1a2	11-66-69	1a
low	91-1a4	13-50-52	1b
mad	38-2a	11-66-68	2a
make	176-1a1	11-66-64	1a
man	175-1a1	9-79-78	1a
many	153-1a1	15-34-32	1a
may	149-1a2	7-88-87	1a
me	157-1a1	5-94-94	1a
men	119-1a2		1a
met	59-1b	12-58-57	1b
milk	84-1a5	11-64-65	2a
mill	57-1b	12-58-61	2b
mine	77-1a5	13-50-46	1b
miss	83-1a5	12-58-58	1b
mix	45-2a		4a
most	125-1a2	11-66-64	1a
mother	109-1a3	12-58-58	1a
much	157-1a1	10-73-70	1a
mud	34-2b	12-58-68	2b
my	152-1a1	7-88-87	1a

GRADE 2

300 WORDS

Thorndike's Grading	Ashbaugh's Grading	Horn's Iowa Grading
152-1a1	7-22-87	1a
34-3p	12-22-88	2p
157-1a1	10-73-70	1a
109-1a3	12-22-58	1a
122-1a3	11-22-64	1a
45-2a	12-22-58	4a
83-1a3	12-22-58	1p
77-1a3	12-20-46	1p
67-1p	12-22-61	2p
84-1a3	11-24-65	2a
69-1p	12-22-27	1p
119-1a3		1a
157-1a1	2-24-94	1a
149-1a3	7-22-87	1a
153-1a1	12-24-32	1a
175-1a1	9-72-78	1a
176-1a1	11-22-64	1a
22-2a	11-22-69	2a
91-1a4	12-20-22	1p
112-1a3	11-22-69	1a
60-1p	10-73-73	1a
76-1a3	12-22-59	1p
144-1a3	8-24-82	1a
174-1a1	12-20-24	1a
139-1a3	12-22-60	1p
173-1a1	11-22-69	1a
132-1a3	8-24-82	1a
63-1p	14-22-42	2p
92-1a3	11-22-62	2a
98-1a3	12-20-53	1p
149-1a3	9-72-78	1a
122-1a3	9-72-80	1p
71-1p	12-20-24	2p
52-1p	12-22-61	2p
92-1a3	11-22-66	2p
81-1a3	12-20-53	2p
49-1p	14-22-40	2p
65-1p	12-20-53	2p
122-1a1	2-24-94	1a
157-1a1	2-24-95	1a
153-1a1	9-72-79	1a
211-1a1	8-24-83	1a

my
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GRADE 2

300 WORDS.

	Thorndike's Grading.	Ashbaugh's Grading.	Horn's Iowa Grading.
name	134-1a2	11-66-63	1a
net	36-2a	11-66-64	2a
never	111-1a3	13-50-49	1a
new	160-1a1	14-42-43	1a
nine	59-1b	12-58-62	2a
no	181-1b	9-79-81	1a
not	203-1a1	7-88-88	1a
now	174-1a1	11-66-63	1a
nut	47-2a	12-58-55	3a
of	205-1a1	9-79-79	1a
old	155-1a1	9-79-80	1a
on	200-1a1	9-79-79	1a
one	199-1a1	11-66-65	1a
only	156-1a1	14-42-41	1a
or	181-1a1	10-73-73	1a
our	172-1a1	13-50-49	1a
out	193-1a1	9-79-77	1a
over	168-1a1	11-66-69	1a
pail	25-3a		65
park	42-2a	14-42-41	2b
part	145-1a2	12-58-61	1a
pay	93-1a4	12-58-58	1a
pen	51-1b	12-58-59	2a
pie	37-2a	10-73-71	2a
pig	39-2a	11-66-68	2b
pin	37-2a	11-66-66	2b
play	103-1a3	10-76-73	1a
put	131-1a2	11-66-66	1a
rain	83-1a5	12-58-57	1b
ran	56-1b		3b
read	109-1a3	13-50-49	1a
red	93-1a4	11-66-68	1b
rest	111-1a3	12-58-61	1a
ride	81-1a5	13-50-54	2a
ring	69-1b	10-73-75	2b
room	98-1a3	12-58-59	1a
rug	26-3a	13-50-52	2b
run	115-1a2	9-79-77	1a
sad	61-1b	13-50-53	2b
said	115-1a2	13-50-53	1a
same	129-1a2	11-66-64	1a
sand	53-1b	17-21-23	4a
sat	59-1b	10-73-72	2a

GRADE 2

300 WORDS

name	Thorndike's Grading	Aschbach's Grading	Horn's Grading
set	59-1b	10-73-73	3a
sand	53-1b	17-21-23	4a
sane	133-1a3	11-22-24	1a
said	115-1a3	13-20-22	3b
sea	61-1b	13-20-22	3b
run	115-1a3	9-73-77	1a
rog	36-2a	13-20-22	3b
room	98-1a3	13-28-29	1a
ring	69-1b	10-73-75	3b
ride	81-1a3	13-20-24	3a
rest	111-1a3	13-28-31	1a
read	93-1a4	11-22-23	1b
ren	56-1b	13-20-49	1a
rain	83-1a3	13-28-27	1b
put	131-1a3	11-22-23	1a
play	103-1a3	10-73-73	1a
pin	37-2a	11-22-23	3b
pig	39-2a	11-22-23	3b
pie	37-2a	10-73-71	3a
pen	51-1b	13-28-29	3a
pay	93-1a4	13-28-28	1a
part	143-1a3	13-28-31	1a
park	43-2a	14-42-41	3b
ball	23-2a		3a
over	158-1a1	11-22-23	1a
out	193-1a1	9-73-77	1a
our	173-1a1	13-20-49	1a
or	161-1a1	10-73-73	1a
only	156-1a1	14-42-41	1a
one	199-1a1	11-22-23	1a
on	200-1a1	9-73-77	1a
old	155-1a1	9-73-80	1a
of	205-1a1	9-73-77	1a
but	47-2a	13-28-28	3a
now	174-1a1	11-22-23	1a
not	203-1a1	7-22-23	1a
no	181-1b	9-73-81	1a
nine	59-1b	13-28-23	3a
new	160-1a1	14-42-43	1a
never	111-1a3	13-20-49	1a
net	36-2a	11-22-24	3a
name	134-1a3	11-22-23	1a

GRADE 2

300 WORDS.

	Thorndike's Grading.	Ashbaugh's Grading.	Horn's Iowa Grading.
say	140-1a2	9-79-80	1a
school	104-1a3	12-58-61	1a
see	172-1a1	7-88-88	1a
seed	63-1b	13-50-54	3b
seeing		10-73-71	2a
seen	89-1a4	12-58-59	1b
sell	68-1b	13-50-52	1b
set	110-1a3	13-50-53	1a
shall	116-1a2	13-50-50	1a
she	97-1a3	7-88-88	1a
sheep	67-1b	13-50-48	4a
ship	87-1a4	11-66-68	1b
sin	36-2b	12-58-58	4a
sing	80-1a5		3a
sit	85-1a4	12-58-56	2a
six	91-1a4	12-58-61	1a
sky	69-1b		53
sleep	92-1a4	12-58-57	1b
so	188-1a1	8-84-82	1a
sold	57-1b	12-58-59	1a
some	181-1a1	10-73-76	1b
song	68-1b	13-50-54	2b
sow	102-1a3		
spot	91-1a4	13-50-52	3b
stand	118-1a2	12-58-60	1b
state	107-1a3	12-58-58	1a
stay	84-1a5	13-50-52	1a
stood	69-1b	14-42-42	3a
stop	95-1a3	11-66-67	1b
sun	94-1a4	11-66-65	2a
take	162-1a1	12-58-59	1a
tall	56-1b		4a
tell	121-1a2	8-84-82	1a
ten	90-1a4	9-79-80	1a
than	157-1a1	12-58-56	1a
that	209-1a1	8-84-83	1a
the	208-1a1	7-88-90	1a
them	181-1a1	10-73-74	1a
then	173-1a1	10-73-71	1a
they	194-1a1	11-66-69	1a
thing	157-1a1	10-73-70	1a
this	191-1a1	10-73-75	1a
three	136-1a2	10-73-72	1a
tie	50-1b	13-50-50	3a
time	183-1a1	10-73-70	1a
tip	39-2a	12-58-58	3b

GRADE 2

300 WORDS.

	Thorndike's Grading.	Ashbaugh's Grading.	Horn's Iowa Grading.
to	208-1a1	9-79-78	1a
told	75-1b	10-73-76	1a
too	119-1a2	13-50-54	1a
took	79-1a5	12-58-59	1a
top	90-1a4	11-66-68	2a
toy	42-2a	10-73-72	3b
tree	115-1a2	9-79-78	3a
trip	39-2a	12-58-56	1b
try	95-1a3	14-42-44	1a
two	151-1a1	13-50-53	1a
up	186-1a1	9-79-81	1a
us	134-1a2	9-79-79	1a
very	161-1a1	13-50-50	1a
wake	48-2a	14-42-39	4b
wall	97-1a3	11-66-63	3a
want	110-1a3	12-58-61	1a
war	87-1a4	13-50-53	1a
was	188-1a1	7-88-87	1a
water	139-1a2	15-34-32	1b
way	167-1a1	9-79-77	1a
we	170-1a1	9-79-77	1a
well	160-1a1	13-50-54	1a
went	94-1a4	13-50-50	1a
were	180-1a1	13-50-48	1a
wet	43-2a	12-58-57	2a
what	188-1a1	12-58-62	1a
when	193-1a1	12-58-62	1a
who	184-1a1	13-50-46	1a
will	166-1a1	9-79-81	1a
win	58-1b	12-58-56	1b
with	208-1a1	11-66-69	1a
year	151-1a1	10-73-70	1a
yes	75-1b	12-58-56	1a
yet	96-1a3	12-58-62	1a
you	188-1a1	7-88-90	1a
your	159-1a1	9-79-78	1a

GRADE 3

400 WORDS.

	Thorndike's Grading.	Ashbaugh's Grading.	Horn's Iowa Grading.
about	172-1a1	9-79-81	1a
add	75-1a	10-73-76	1b
afraid	54-1b	13-50-46	1b
Africa	28-2b		
after	158-1a1	8-84-83	1a
again	151-1a1	12-58-56	1a
age	71-1b	8-84-86	1b
air	91-1a4	11-66-66	2a
alarm	29-2b		62
alike	29-2b		4b
almost	90-1a4	13-90-46	1a
alone	89-1a4	12-58-57	1b
aloud	26-3a		65
always	94-1a4	12-58-60	1a
anger	36-2a		24
apple	78-1a5	8-84-84	4b
April	39-2a	12-58-61	1b
arm	96-1a3	11-66-68	1b
art	68-1b	11-66-67	2a
Asia	28-2b		
asked	94-1a4	12-58-60	1a
asking	94-1a4	11-66-68	1b
asleep	48-2a	12-58-61	3b
ate	33-2b	13-50-52	2b
August	37-2a	15-34-35	1b
author	27-3a	11-66-65	3a
back	133-1a2	8-84-82	1a
bank	83-1a5	9-79-81	1a
bare	47-2a		5a
barn	41-2a	10-73-70	3b
base	48-2a		3a
bay	52-1b	9-79-81	3a
bean	30-2b	11-66-64	5b
beat	69-1b	12-58-59	2a
became	48-2a	10-73-70	2b
before	159-1a1	13-50-48	1a
began	73-1b	13-50-46	2a
begin	97-1a3	12-58-59	1b
begun	35-2b	13-50-52	3a
belt	31-2b	12-58-56	3a
beside	58-1b	11-66-69	3a
best	107-1a3	9-79-81	1a
better	105-1a3	10-73-73	1a
bid	42-2a		3a
birthday	34-2b	12-58-55	2a
bite	37-2a	12-58-60	67

GRADE 3

400 WORDS.

	Thorndike's Grading.	Ashbaugh's Grading.	Horn's Iowa Grading.
blame	41-2a	12-58-62	2b
blank	24-3a	11-66-67	1b
block	47-2a	12-58-60	2b
blow	84-1a5	9-79-77	3a
bold	42-2a		74
boil	37-2a		47
bolt	24-3a		37
both	115-1a2	11-66-67	1a
bow	51-1b		5b
boxes	75-1a	13-50-53	2a
brick	40-2a	11-66-63	3b
bring	110-1a3	8-84-83	3b
bringing	110-1a3	12-58-62	2b
broke	28-2b	13-50-48	2b
broken	59-1b	14-42-45	2a
brook	52-1b		19
brother	87-1a4	10-73-71	1b
brown	69-1b	13-50-50	2a
bud	29-2b		5a
bunch	27-3a	11-66-65	2a
cabin	20-3b		5b
cage	21-3b		19
calling	146-1a2	10-73-76	1b
camp	43-2a	11-66-64	2b
candy	30-2b		2a
cane	21-3b	11-66-66	5b
cannot	70-1b	7-88-88	1a
can't	33-2b	10-73-70	1a
card	48-2a	10-73-76	1a
carry	108-1a3	13-50-51	1b
cart	27-3a		36
cash	21-3b	11-66-64	3a
catch	69-1b	13-50-47	2b
cave	31-2b		26
cell	23-3a		37
chick	20-3b		5b
children	88-1a4	10-73-70	33
chop	24-3a	12-58-58	44
city	114-1a2	10-73-72	1a
classes	60-1b	14-42-42	2a
clay	32-2b	11-66-67	28
clean	67-1b	11-66-63	2a
clear	88-1a4	11-66-69	1b
clock	53-1b	11-66-66	3b
close	105-1a3	11-66-69	1a
cloth	54-1b		2b

GRADE 3

400 WORDS.

	Thorndike's Grading.	Ashbaugh's Grading.	Horn's Iowa Grading.
coal	57-1b	12-58-61	2a
coming	69-1b	11-66-66	1a
cool	61-1b	11-66-65	3a
could	123-1a2	11-66-69	1a
cover	98-1a3	10-73-75	1a
cream	39-2a	10-73-70	2b
cried	52-1b		71
cross	88-1a4	12-58-60	2b
crow	30-2b		
damp	20-3b	12-58-57	5b
dark	83-1a5	11-66-68	2a
date	49-1b	10-73-71	1a
December	41-2a	12-58-58	1b
deep	91-1a4	10-73-71	2a
delay	41-2a	11-66-64	1a
den	25-3a		
desert	41-2a		4b
dew	32-2b		13
dig	31-2b		4a
dim	25-3a		13
dinner	70-1b	10-73-72	1a
dip	25-3a		
dirty	21-3b	15-34-37	3b
dish	48-2a		74
doing	180-1a1	8-84-82	1a
done	98-1a3	11-66-66	1a
don't	50-1b	11-66-66	1a
draft	27-3a	12-58-62	1b
drag	30-2b		63
draw	89-1a4		2b
dress	99-1a3	11-66-69	5b
drink	79-1a5		3b
drop	75-1a	11-66-69	2a
drum	33-2b	11-66-64	72
dust	51-1b	10-73-70	3b
each	142-1a2	9-79-81	1a
ease	35-2b		4b
east	75-1a5	10-73-73	2a
eight	70-1b	12-58-62	1b
eve	27-3a	12-58-62	5a
every	151-1a1	10-73-75	1a
face	107-1a3	9-79-78	1b
fairy	34-2b		36
farm	67-1b	10-73-75	1b

GRADE 3

400 WORDS

Thorndike's Grading	Ashbaugh's Grading	Horn's Low Grading
30-3p	12-58-60	3p
38-1a4		7i
52-1p		3p
59-2a	10-73-70	2p
93-1a3	10-73-75	1a
123-1a3	11-66-69	1a
61-1p	11-66-65	3a
69-1p	11-66-66	1a
87-1p	12-58-61	3a
20-3p	12-58-67	5p
82-1a5	11-66-68	3a
49-1p	10-73-71	1a
41-2a	12-58-58	1p
91-1a4	10-73-71	3a
41-2a	11-66-64	1a
55-3a		
41-2a		4p
32-3p		13
31-3p		4a
35-3a		13
70-1p	10-73-72	1a
35-3a		
31-3p	12-34-37	3p
48-2a		74
180-1a1	8-34-37	1a
98-1a3	11-66-66	1a
50-1p	11-66-66	1a
37-3a	12-58-62	1p
30-3p		63
89-1a4		3p
99-1a3	11-66-69	5p
79-1a3		3p
75-1a	11-66-69	3a
33-3p	11-66-64	72
51-1p	10-73-70	3p
142-1a3	9-73-81	1a
35-3p		4p
75-1a5	10-73-73	3a
70-1p	12-58-62	1p
27-3a	12-58-63	5a
131-1a1	10-73-75	1a
107-1a3	9-73-78	1p
34-3p		3a
67-1p	10-73-75	1p
farm		
fairy		
face		
every		
eye		
eight		
east		
ease		
each		
quart		
grum		
group		
grink		
dress		
draw		
gray		
grat		
don't		
gone		
going		
glah		
dirty		
kip		
dinner		
aim		
alg		
few		
desert		
den		
delay		
deep		
December		
date		
dark		
camp		
crow		
cross		
cried		
cream		
cover		
convia		
cool		
coming		
coal		

GRADE 3

400 WORDS.

	Thorndike's Grading.	Ashbaugh's Grading.	Horn's Iowa Grading.
hoped	93-1a4	13-50-48	3a
hour	105-1a3	10-73-70	1b
house	147-1a2	9-79-78	1a
hunt	60-1b	10-73-75	4b
ill	59-1b	8-84-83	2a
inch	50-1b	10-73-72	2b
ink	28-3a	8-84-82	3a
inside	48-2a	9-79-81	2b
January	36-2a	11-66-65	1a
July	48-2a	12-58-62	1b
June	44-2a	11-66-68	1b
just	104-1a2	8-84-83	1a
keep	112-1a2	10-73-76	1a
kind	118-1a2	10-73-76	1a
kitten	25-3a	12-58-59	65
know	171-1a1	12-58-61	1a
lace	32-2b	12-58-55	3b
lame	27-3a	11-66-65	5b
large	123-1a2	10-73-70	1a
leaf	11-5b	11-42-45	5a
left	119-1a2	9-79-78	1a
letter	93-1a4	8-84-86	1a
life	117-1a2	10-73-71	1a
lift	58-1b	11-66-64	5b
little	172-1a1	5-94-95	1a
lived	139-1a2	10-73-73	2b
looked	144-1a2	12-58-59	1b
looking	144-1a2	8-84-84	1a
made	107-1a3	8-84-83	1a
mail	49-1b	11-66-68	1a
making	176-1a1	11-66-66	1a
March	74-1b	9-79-78	1b
mark	90-1a4	10-73-70	2b
market	61-1b	11-66-66	1b
master	74-1b	11-66-67	2b
mate	30-2b	10-73-72	5b
May	149-1a2	9-79-81	1b
meal	45-2a	11-66-66	3a
mean	100-1a3	12-58-62	1b
meat	60-1b	8-84-83	3b
mend	25-3a	13-51-53	5b
mind	88-1a4	11-66-65	1a

GRAPH 2		400 WORDS	
		Thompson's	Horn's
		Grading.	Grading.
hoped	93-1a4	13-30-48	3a
hour	103-1a3	10-73-70	1b
house	147-1a2	9-79-78	1a
hunt	60-1b	10-73-75	4b
ill	59-1b	8-84-83	3a
inch	30-1b	10-73-75	3b
ink	38-3a	8-84-83	3a
inside	48-3a	9-79-81	3b
January	36-3a	11-66-65	1a
July	48-3a	12-58-63	1b
June	44-3a	11-66-68	1b
just	104-1a2	8-84-85	1a
keep	113-1a2	10-73-76	1a
kind	113-1a2	10-73-76	1a
kitten	35-3a	12-58-59	63
know	171-1a1	12-58-61	1a
lace	32-3b	12-58-65	3b
lane	37-3a	11-66-65	3b
large	123-1a2	10-73-70	1a
least	11-3b	11-42-45	5a
left	119-1a2	9-79-78	1a
letter	93-1a4	8-84-86	1a
life	117-1a2	10-73-71	1a
lift	38-1b	11-66-64	3b
little	172-1a1	8-94-95	1a
lived	139-1a2	10-73-73	3b
looked	144-1a2	12-58-59	1b
looking	144-1a2	8-94-84	1a
made	107-1a2	8-84-83	1a
mail	49-1b	11-66-68	1a
making	176-1a1	11-66-68	1a
March	74-1b	9-79-78	1b
mark	90-1a4	10-73-70	3b
market	61-1b	11-66-68	1b
master	74-1b	11-66-67	3b
mate	30-3b	10-73-73	3b
May	149-1a2	9-79-81	1b
meal	45-3a	11-66-66	3a
mean	100-1a2	12-58-62	1b
meat	60-1b	8-84-83	3b
mend	35-3a	12-31-33	3b
mind	88-1a4	11-66-65	1a

GRADE 3

400 WORDS.

	Thorndike's Grading.	Ashbaugh's Grading.	Horn's Iowa Grading.
Monday	38-2a	9-79-80	1a
money	109-1a3	12-58-57	1a
months	82-1a5	12-58-60	1a
moon	65-1b		2b
more	167-1a1	9-79-81	1a
morning	102-1a3	9-79-80	1a
mouth	69-1b	11-66-63	3a
move	84-1a5	11-66-65	2a
moved	84-1a5	13-50-47	2a
must	115-1a2	8-84-84	1a
near	117-1a2	10-73-72	1a
neat	27-3a	13-50-46	4b
neck	58-1b	11-66-64	3a
need	109-1a3	12-58-60	1a
next	97-1a3	11-66-64	1a
nice	56-1b	10-73-74	1a
night	122-1a2	8-84-86	1a
noon	58-1b	10-73-73	2a
north	88-1a4	11-66-68	2a
nose	50-1b	12-58-62	3b
note	65-1b	10-73-75	1a
nothing	100-1a3	11-66-68	1a
November	36-2a	13-50-54	1b
October	37-2a	12-58-59	1b
off	105-1a3	9-79-78	1a
once	111-1a3	9-79-78	1a
open	126-1a2	10-73-73	1a
other	168-1a1	11-66-69	1a
ours	23-3a	12-58-61	2b
pack	38-2a	11-66-64	3b
page	65-1b	10-73-70	1b
party	65-1b	12-58-62	1a
pass	112-1a2	12-58-61	2a
per	31-2b	12-58-62	2a
pick	53-1b	10-73-71	2b
pink	29-2b	10-73-74	3b
place	156-1a1	9-79-80	1a
plan	72-1b	10-73-76	1b
plate	46-2a	11-66-67	2b
played	103-1a3	14-42-45	2a
playing	103-1a3	8-84-82	2a
please	93-1a4	12-58-61	1a
plow	27-3a	10-73-71	4a
pole	47-2a	12-58-59	4a

GRADE 5		400 WORDS	
Monday	88-2a	Thornlike's	Horn's low
money	109-1a3	Grading.	Grading.
months	82-1a3		
noon	65-1b		1a
more	167-1a1		1a
morning	103-1a3		1a
month	69-1b		1a
move	84-1a3		1a
moves	84-1a3		1a
must	113-1a3		1a
near	117-1a3		1a
nest	27-2a		1a
neck	58-1b		1a
need	109-1a3		1a
next	97-1a3		1a
nice	56-1b		1a
night	122-1a3		1a
noon	88-1b		1a
north	88-1a4		1a
nose	50-1b		1a
note	65-1b		1a
nothing	100-1a3		1a
November	36-2a		1a
October	37-2a		1a
off	105-1a3		1a
once	111-1a3		1a
open	126-1a3		1a
other	168-1a1		1a
ours	83-2a		1a
pack	38-2a		1a
page	65-1b		1a
party	65-1b		1a
pass	112-1a3		1a
per	31-2b		1a
pick	53-1b		1a
pink	29-2b		1a
place	156-1a1		1a
plan	73-1b		1a
plate	46-2a		1a
played	103-1a3		1a
playing	103-1a3		1a
please	93-1a4		1a
plow	27-2a		1a
pole	47-2a		1a

GRADE 3

400 WORDS.

	Thorndike's Grading.	Ashbaugh's Grading.	Horn's Iowa Grading.
poor	101-1a3	9-79-79	1b
post	55-1b	10-73-72	1b
price	59-1b	10-73-70	1a
pull	58-1b	12-58-55	3a
pump	23-3a	14-42-44	3b
queen	74-1b	12-58-60	5a
rained	83-1a5	12-58-58	3a
raining	83-1a5	12-58-61	3a
rank	39-2a	11-66-64	4a
rate	46-2a	11-66-69	1b
rather	59-1b		1a
real	54-1b		1a
report	52-1b	11-66-66	1a
rice	23-3a	12-58-62	71
rich	90-1a4	9-79-79	3a
riding	81-1a5	13-50-54	2b
right	120-1a2	11-66-65	1a
road	89-1a4	11-66-69	1b
rock	85-1a4	10-73-73	3b
roll	80-1a5	12-58-59	3b
rose	75-1b	10-73-72	3b
round	105-1a3	10-73-70	2a
row	54-1b	12-58-57	3a
rubber	24-3a	14-42-44	3b
running	115-1a2	14-42-43	3b
rush	57-1b	11-66-65	2a
sack	29-2b	12-58-62	5b
Saturday	31-2b	14-42-42	1a
seat	71-1b		2b
send	95-1a3	9-79-81	1a
sent	84-1a5	7-88-88	1a
September	48-2a	13-50-49	1b
seven	73-1b	10-73-71	1b
shop	50-1b	10-73-75	2a
short	94-1a4	11-66-64	1a
shot	40-2a	10-73-72	4a
show	123-1a2	10-73-73	1a
shut	51-1b	11-66-67	4a
sick	60-1b	10-73-73	1b
side	131-1a2	9-79-77	1b
silk	62-1b	9-79-77	2b
sink	42-2a	12-58-62	4b
sister	78-1a5	9-79-77	1b
slide	28-3a	12-58-57	4b

GRADE 3

400 WORDS.

	Thorndike's Grading.	Ashbaugh's Grading.	Horn's Iowa Grading.
slip	46-2a	11-66-64	2b
slow	70-1b	10-73-71	2b
small	118-1a2	12-58-61	1a
smart	25-3a	12-58-62	4a
snow	72-1b	8-84-84	2a
soft	79-1a5	10-73-73	3b
something	86-1a4	11-66-67	1a
soon	130-1a2	9-79-77	1a
sorry	42-2a	12-58-58	1a
sort	54-1b	11-66-65	1b
south	77-1a5	11-66-65	2a
space	50-1b	12-58-61	2a
spell	33-2b	9-79-77	3a
spend	60-1b	11-66-63	1b
spent	40-2a	10-73-74	1b
sport	38-2a	10-73-76	3a
spring	100-1a3	10-73-70	1b
stage	28-3a		3a
stamp	40-2a	11-66-66	2b
start	78-1a5	9-79-77	1b
staying	84-1a5	12-58-59	2b
step	80-1a5	11-66-69	2b
stick	68-1b	11-66-67	3a
still	114-1a2	10-73-71	1a
stone	82-1a5	10-73-76	3a
stove	28-3a		3a
street	91-1a4	11-66-67	1b
such	157-1a1	11-66-65	1a
summer	87-1a4	10-73-76	1a
Sunday	49-2a	8-84-82	1a
supper	46-2a	10-73-71	2a
sweet	85-1a4	9-79-80	1b
table	90-1a4	10-73-75	2a
taken	62-1a1	12-58-59	1a
taking	162-1a1	11-66-63	1a
talk	92-1a4	11-66-65	1a
telling	121-1a2	10-73-71	2a
tend	27-3a	12-58-62	62
thank	83-1a5	8-84-82	1a
their	177-1a1	12-58-61	1a
there	194-1a1	8-84-82	1a
thin	55-1b	10-73-72	3b
think	124-1a2	7-88-90	1a
thinking	124-1a2	11-66-68	1b
third	88-1a4	12-58-56	1b
throw	69-1b	13-50-51	3a

IX. Conclusions.

In this study one group, known as the control group, continued to study the same number of words per week that they had been studying before the experiment started; this was twenty (20) words. The other group, known as the experimental group, studied ten (10) words a week. The results of the tests that were given each Friday to the two groups were then compared.

General Findings.

The experimental group in each of the three experiments had a greater number of papers with perfect scores than the control group. The mean score in the three experimental groups was higher than the mean score of the three control groups. The results of the three experiments conducted in three different towns were similar.

The Walpole Experiment. The experimental group in

the Walpole experiment had thirty and twenty-two hundredths percent (50.25%) more papers with a perfect score than the control group. The median for the control group is ninety (90); the median for the experimental group is one hundred (100). The mean score for the control group is eighty-six and twelve hundredths (86.12). The experimental group has a mean score of ninety-two and thirty-eight hundredths (92.38).

GRADE 3

400 WORDS.

	Thorndike's Grading.	Ashbaugh's Grading.	Horn's Iowa Grading.
Thursday	35-2b	14-42-45	1b
till	78-1a5	8-84-86	1b
tiny	36-2b	12-58-62	4a
today	80-1a5		1a
tonight	36-2b	10-73-75	1b
town	93-1a4	9-79-79	1a
tract	36-2a	11-66-63	68
train	83-1a4	10-73-70	1b
tried	49-2a	14-42-45	1b
trying	95-1a3	13-50-49	1b
Tuesday	31-2b	12-58-60	1b
turn	124-1a2	13-50-48	1b
under	126-1a2	9-79-77	1a
use	137-1a2	13-50-54	1a
visit	81-1a5	14-42-39	1b
wait	78-1a5	15-34-36	1b
wash	72-1b	12-58-58	2b
walk	108-1a3	11-66-68	1b
warm	88-1a4	12-58-57	1b
Wednesday	33-2b	13-50-52	1b
week	84-1a5	8-84-83	1a
west	72-1b	9-79-80	2a
whatever	39-2a	11-66-66	1b
wheel	53-1b	12-58-57	3b
where	166-1a1	10-73-76	1a
which	138-1a2	12-58-59	1a
white	120-1a2	11-66-67	1b
why	143-1a2	9-79-77	1a
wide	89-1a4	10-73-72	2b
wife	71-1b	10-73-70	1b
wild	69-1b	11-66-65	2a
wind	89-1a4	8-84-82	2a
window	84-1a5	10-73-73	2a
winter	91-1a4	10-73-73	1a
wish	104-1a3	10-73-71	1a
without	109-1a3	9-79-81	1a
word	114-1a2	12-58-58	1b
work	151-1a1	9-79-81	1a
would	166-1a1	12-58-62	1a
write	93-1a4	11-66-67	1a
writing	93-1a4	14-42-44	1a
yard	58-1b	10-73-74	2a
yellow	50-1b	11-66-67	2b

400 WORDS.		GRADE 3	
Horn's Grading.	Ashebaugh's Grading.	Thornike's Grading.	
1p	14-42-42	82-8p	Thursday
1p	8-84-86	78-1a5	tilt
4a	12-58-62	86-2p	tiny
1a		80-1a5	today
1p	10-73-75	86-2p	tonight
1a	9-73-73	82-1a4	town
6a	11-66-68	86-2a	trust
1p	10-73-70	82-1a4	twain
1p	14-42-42	42-3a	twice
1p	12-50-49	92-1a3	trying
1p	12-58-60	81-2p	Tuesday
1p	12-50-49	124-1a5	turn
1a	9-73-77	122-1a2	under
1a	12-50-54	127-1a2	use
1p	14-42-39	61-1a5	visit
1p	12-34-36	78-1a5	wait
2p	12-58-58	72-1p	wash
1p	11-66-68	108-1a2	walk
1p	12-58-57	82-1a4	warm
1p	12-50-52	32-2p	Wednesday
1a	6-34-32	84-1a5	week
2a	9-73-80	72-1p	west
1p	11-66-66	32-2a	whatever
2p	12-58-57	52-1p	wheel
1a	10-73-76	166-1a1	where
1a	12-58-59	128-1a2	which
1p	11-66-67	120-1a2	white
1a	9-73-77	142-1a2	why
2p	10-73-72	82-1a5	wide
1p	10-73-70	71-1p	wife
2a	11-66-65	62-1p	wild
2a	8-84-82	82-1a4	wind
2a	10-73-72	84-1a5	window
1a	10-73-72	91-1a4	winter
1a	10-73-71	104-1a2	wish
1a	9-73-81	102-1a2	without
1p	12-58-58	114-1a2	word
1a	9-73-81	121-1a1	work
1a	12-58-62	166-1a1	world
1a	11-66-67	92-1a4	write
1a	14-42-44	92-1a4	writing
2a	10-73-74	52-1p	yard
2p	11-66-67	50-1p	yellow

GRADE 4

400 WORDS.

	Thorndike's Grading.	Ashbaugh's Grading.	Horn's Iowa Grading.
able	70-1b	7-88-88	1a
above	101-1a3	8-84-84	1a
across	84-1a5	9-79-78	2a
act	70-1b	10-73-74	1b
advice	30-2b		1b
advise	29-2b		1a
afternoon	59-1b	7-88-88	1a
agree	47-2a	8-84-82	1b
ahead	20-3b	9-79-81	2a
alive	41-2a	7-88-88	3a
also	119-1a2	8-84-85	1a
among	106-1a3	11-66-69	1b
amount	50-1b	10-73-76	1a
another	116-1a2	9-79-81	1a
answer	91-1a4	10-73-71	1a
anyone	20-3b	8-84-82	1b
anything	58-1b	10-73-73	1a
anywhere	15-4b	10-73-72	2b
apart	39-2a	9-79-80	4b
around	95-1a3	7-88-90	1a
Atlantic	35-2b		
aunt	40-2a	8-84-82	2a
awhile	20-3b	10-73-73	3a
basket	54-1b	7-88-88	3a
bathe	27-3a		30
battle	47-2a	10-73-74	3b
beach	30-2b		3b
bear	92-1a4	7-88-89	2a
because	108-1a3	7-88-87	1a
beg	45-2a	10-73-76	1a
behind	95-1a3	8-84-83	2a
being	91-1a4	7-88-87	1a
between	119-1a2	9-79-80	1a
blade	30-2b		40
blew	27-3a	10-73-75	5b
boat	58-1b		2b
body	83-1a5	8-84-86	2a
bought	46-2a	8-84-82	1b
branch	63-1b	10-73-75	2b
bread	78-1a5		3a
break	73-1b	13-50-48	2a
breakfast	50-1b	11-66-64	2a
breathe	44-2a		67
bright	74-1b	7-88-87	2b
British	30-2b		
brought	76-1a5	8-84-84	1b

GRADE 4

400 WORDS.

	Thorndike's Grading.	Ashbaugh's Grading.	Horn's Iowa Grading.
brush	38-2a	9-79-77	5a
building	57-1b	10-73-73	1b
build	77-1a5	10-73-70	2a
built	35-1b	12-58-60	3a
burn	77-1a5	9-79-78	3b
bush	45-2a		4l
busy	57-1b	11-66-68	1a
button	28-2b	13-50-46	4a
California	24-3a		
Canada	21-3b		
careful	59-1b	13-50-50	1b
carpet	20-3b	8-84-83	49
carrying	108-1a3	14-42-44	2b
castle	46-2a		5l
cattle	45-2a	8-84-86	3b
chain	49-1b	11-66-66	4a
chair	59-1b	8-84-84	2b
change	101-1a3	9-79-80	1a
cheese	32-2b		74
cherry	33-2b		38
chickens	46-2a	10-73-74	3b
chimney	30-2b		54
Christmas	62-1b	8-84-84	2a
climb	47-2a		5a
clothing	50-1b	9-79-81	4a
cloudy	19-3b	11-66-69	4b
club	34-2b	9-79-78	1b
coast	54-1b	10-73-70	3a
coffee	30-2a	10-73-73	2b
coin	35-2b		46
color	84-1a5	12-58-60	2a
colt	25-3a	9-79-77	2a
Columbus	24-3a		
contest	21-3b	9-79-81	3a
corner	69-1b	10-73-70	2b
count	66-1b	8-84-86	2a
crop	48-2a	8-84-86	2b
current	34-2b		2b
dance	72-1b	7-88-88	1b
danger	48-2a	7-88-87	2b
darkness	36-2a		5a
deal	63-1b	8-84-85	1b
deceiver	5		68
depend	35-2b	10-73-76	2b
diamond	37-2a		4b

GRAPH 4		400 WORDS	
	Thorndike's Grading.	Aschmann's Grading.	Horn's Grading.
brush	38-3a	9-73-77	3a
bullying	37-1b	10-73-73	1b
bulld	77-1a3	10-73-70	3a
built	35-1b	12-38-30	3a
burn	77-1a3	9-73-78	3b
busb	45-3a		4i
busy	37-1b	11-33-38	1a
button	38-3b	12-30-46	4a
California	34-3a		
Canada	31-3b		
carpet	39-1b	12-30-30	1b
carpet	30-3b	8-34-33	49
carrying	108-1a3	14-42-44	3b
castle	43-3a		3i
cattle	43-3a	8-34-35	3b
chain	49-1b	11-33-33	4a
chair	39-1b	8-34-34	3b
change	101-1a3	9-73-80	1a
cheese	38-3b		74
cherry	33-3b		38
chicken	43-3a	10-73-74	3b
chimney	30-3b		34
Christmas	32-1b	8-34-34	3a
climb	47-3a		3a
clothing	30-1b	9-73-81	4a
cloudy	19-3b	11-33-33	4b
club	34-3b	9-73-78	1b
coat	34-1b	10-73-70	3a
coffee	30-3a	10-73-73	3b
coin	35-3b		46
color	34-1a3	12-38-30	3a
colt	35-3a	9-73-77	3a
Columbus	34-3a		
contest	31-3b	9-73-81	3a
corner	39-1b	10-73-70	3b
count	36-1b	8-34-35	3a
crop	48-3a	8-34-35	3b
current	34-3b		3b
dance	72-1b	7-33-33	1b
danger	48-3a	7-33-37	3b
darkness	38-3a		3a
deal	33-1b	8-34-35	1b
receiver	3		38
legend	33-3b	10-73-75	3b
diamond	37-3a		4b

GRADE 4

400 WORDS.

	Thorndike's Grading.	Ashbaugh's Grading.	Horn's Iowa Grading.
die	102-1a3	8-84-86	4b
discover	49-1b		4b
display	26-3a	9-79-81	3b
doctor	51-1b	9-79-81	1b
dollar	46-2a	10-73-75	2a
dozen	43-2a	9-79-78	1b
dream	69-1b	10-73-76	2b
drew	36-2a	10-73-76	5b
drill	29-2b	10-73-72	5b
drive	86-1a4	7-88-90	2a
duty	57-1b		2a
early	92-1a4	7-88-88	1a
easy	68-1b	10-73-73	2a
empty	44-2a		3b
engine	35-2b		3b
England	60-1b		
enough	104-1a3	10-73-76	1a
enter	70-1b	10-73-73	2a
Europe	38-2a		
everyone	19-3b	9-79-80	2a
everything	61-1b	10-73-73	1a
fact	54-1b	10-73-74	1a
fail	46-2a	9-79-78	2a
fair	114-1a2	9-79-80	1b
fame	33-2b		3b
farmer	59-1b	8-84-86	3a
feel	88-1a4	12-58-56	1a
fence	49-1b	9-79-79	3b
few	99-1a3	11-66-67	1a
field	92-1a4	10-73-74	2a
fifty	46-2a	9-79-81	2a
finger	54-1b	8-84-83	4a
finish	72-1b	11-66-69	1b
flour	39-2a	10-73-74	4b
flower	94-1a4	8-84-86	3b
follow	109-1a3	9-79-80	1b
form	98-1a3	7-88-87	1b
formed	39-2b	10-73-70	4a
former	52-1b	9-79-79	2a
fort	29-2b	8-84-85	42
fourteen	22-3b	12-58-58	3b
fourth	52-1b	11-66-69	2a
France	49-1b		
front	81-1a5	10-73-73	1b
fruit	75-1b	10-73-73	2b

400 WORDS.

GRADE 4

Thorndike's Grading.	Lambuth's Grading.	Horn's Iowa Grading.
fruit	75-1p	10-73-73
front	81-1a5	10-73-73
france	49-1p	
fourth	52-1p	11-66-69
fourteen	52-3p	12-58-59
fort	52-3p	8-64-85
former	52-1p	9-79-79
formed	52-3p	10-73-70
form	98-1a3	7-88-87
follow	109-1a3	9-79-80
flower	94-1a4	8-84-86
flour	39-3a	10-73-74
finch	72-1p	11-66-69
finger	54-1p	8-64-83
fifty	46-1a	9-79-81
field	92-1a4	10-73-74
few	99-1a3	11-66-67
fence	49-1p	9-79-79
feel	88-1a4	12-58-59
farmer	59-1p	8-84-86
same	32-3p	9-79-80
fair	114-1a3	9-79-80
tail	46-3a	9-79-78
foot	54-1p	10-73-74
everything	61-1p	10-73-73
everyone	19-3p	9-79-80
Europe	38-3a	
enter	70-1p	10-73-73
enough	104-1a3	10-73-76
England	60-1p	
engine	35-3p	
empty	44-3a	
easy	68-1p	10-73-73
early	92-1a4	7-88-88
any	57-1p	7-88-90
arrive	86-1a4	
will	39-3p	10-73-73
grew	36-3a	10-73-76
grass	69-1p	10-73-76
goose	43-3a	9-79-78
dollar	46-3a	10-73-75
doctor	81-1p	9-79-81
display	26-3a	9-79-81
discovery	49-1p	
ate	102-1a3	8-84-86

GRADE 3

400 WORDS.

	Thorndike's Grading.	Ashbaugh's Grading.	Horn's Iowa Grading.
fear	79-1a5	12-58-62	1b
February	30-2b	16-27-30	2a
feed	63-1b	11-66-68	2a
felt	57-1b	10-73-71	1b
fight	69-1b	12-58-62	2a
file	29-3a	13-50-49	1b
filling	94-1a4	12-58-57	2b
fine	108-1a3	9-79-77	1a
fire	111-1a3	11-66-66	1b
flies	24-3a		5b
floor	79-1a5	12-58-56	1b
foe	30-2b		
foot	99-1a3	8-84-83	2a
forget	65-1b	10-73-73	1b
forgive	27-3a	10-73-71	2a
found	114-1a2	10-73-71	1a
four	114-1a2	10-73-76	1a
fresh	79-1a5	13-50-49	2b
Friday	36-2a	10-73-75	1a
friend	106-1a3		1a
fur	47-2a		1b
garden	86-1a4	11-66-66	2a
gate	64-1b	10-73-72	4b
getting	136-1a2	14-42-45	1a
given	96-1a3	11-66-69	1a
glass	70-1b	11-66-67	2a
glasses	70-1b	14-42-42	4b
going	63-1b	8-84-85	1a
gone	64-1b	10-73-71	1a
good-by	20-3b		2b
grand	42-2a	9-79-77	2a
grass	54-1b	8-84-82	3a
green	81-1a5	8-84-82	2a
gulf	29-2b		23
gun	39-2a		4a
hair	84-1a5	11-66-67	1b
half	126-1a2	12-58-58	1a
hang	71-1b	12-58-61	3a
happy	88-1a4	10-73-76	1a
hate	45-2a	13-50-51	2a
having	194-1a1	12-58-58	1a
head	132-1a2	10-73-72	1b
heat	62-1b	10-73-72	3a
hers	161-1a1	11-66-65	66
hog	21-3b	10-73-70	2a

GRADE 4

400 WORDS.

	Thorndike's Grading.	Ashbaugh's Grading.	Horn's Iowa Grading.
gain	52-1b	10-73-71	3a
garment	29-2b	9-79-79	4b
gather	67-1b	8-84-86	4a
gentle	62-1b		4a
Germany	28-2b		
gift	55-1b	10-73-72	2b
glove	29-2b	8-84-83	63
goat	47-2a	9-79-79	44
grandfather	25-3a		5a
gray	56-1b	8-84-82	2b
great	159-1a1	8-84-83	1a
grew	55-1b	10-73-76	4b
ground	90-1a4	7-88-89	1b
grove	29-2b	8-84-83	44
grown	94-1a4	10-73-73	3a
guess	57-1b	10-73-74	1a
health	49-1b	11-66-68	1b
heard	74-1b	10-73-75	1a
heaven	56-1b		2b
heavy	82-1a5	10-73-74	2a
held	41-1b	8-84-82	1b
high	141-1a2	9-79-80	1a
himself	83-1a5	9-79-77	1b
hole	60-1b	8-84-83	3b
holiday	35-2b		2b
horse	108-1a3	7-88-90	2b
hundred	97-1a3	9-79-78	1b
hurry	51-1b	11-66-65	2a
hurt	55-1b	10-73-76	2a
I'll	34-2b	10-73-75	2b
I'm	34-2b	9-79-80	2a
import	22-3b		57
inches	51-1b	9-79-80	2b
India	23-3a		
injure	26-3a		40
Inn	21-3b		
Italy	28-3a		
its	15-4b	9-79-79	1a
itself	48-2a		2a
jar	25-3a	10-73-76	4a
job	25-3a	8-84-85	1a
join	57-1b	11-66-64	2b
juice	19-3b		47
justice	43-2a		2b

GRADE 4			
400 WORDS			

GRADE 4

400 WORDS.

	Thorndike's Grading.	Ashbaugh's Grading.	Horn's Iowa Grading.
kisses	52-1b	10-73-74	3b
knew	67-1b	11-66-68	1a
known	80-1a5	11-66-68	1b
labor	57-1b	9-79-77	2a
ladies	29-2b	12-58-58	2b
laid	58-1b	14-42-42	2b
lamb	39-2a	11-66-64	56
laugh	78-1a5	11-66-68	2a
law	84-1a5	7-88-88	1b
leave	117-1a2	7-88-89	1a
less	84-1a5	9-79-80	1a
lesson	56-1b	8-84-84	2b
lie	74-1b	11-66-66	2b
Lincoln	21-3b		
list	54-1b	9-79-78	1a
lives	139-1a2	7-88-87	2a
load	50-1b	9-79-80	2b
London	40-2a		
lose	63-1b	12-58-57	2a
loud	57-1b	12-58-61	4b
luck	24-3a	7-88-87	2a
lumber	30-2b	9-79-78	3a
lunch	21-3b	7-88-89	2a
maid	40-2a	9-79-80	3b
meet	104-1a3	7-88-87	1a
member	52-1b	9-79-77	2a
merry	49-1b	10-73-75	4a
metal	32-2b		3a
might	107-1a3	8-84-82	1a
multiply	24-3a		24
music	71-1b	8-84-85	1b
nest	51-1b		55
news	45-2a	10-73-74	1b
New York	52-1b		
nobody	34-2b	8-84-85	2a
none	58-1b	9-79-80	2a
number	104-1a3		1a
oats	27-3a	8-84-86	4a
o'clock	45-3a	10-73-72	1b
olive	25-3a		31
onion	19-3b		16
opened	126-1a2	11-66-63	2a
orange	44-2a	11-66-69	3a

400 WORDS

GRADE 4

Horn's Iowa
Grading.Ashbaugh's
Grading.Thorndike's
Grading.3p
1a
1p10-73-74
11-88-88
11-88-8858-1p
67-1p
80-1a3kissed
knew
known3a
3p
3p9-79-77
12-88-88
14-42-4287-1p
89-3p
88-1plabor
ladies
laid3a
3a
1p11-88-88
11-88-88
7-88-8889-3a
78-1a3
84-1a3lamp
laugh
law1a
1a
3p7-88-88
9-79-80
8-84-84117-1a3
84-1a3
88-1pleave
less
lessen3p
1a
3a11-88-88
9-79-78
7-88-8774-1p
81-3p
84-1plie
Lincoln
list3a
3a
3p9-79-80
9-79-80
9-79-80139-1a3
50-1p
40-3alives
load
London3a
4p
3a12-88-87
12-88-81
7-88-8763-1p
57-1p
84-3alose
loud
luck3a
3a
3a9-79-78
7-88-89
9-79-8080-3p
81-3p
40-3alumber
lunch
maid3p
1a
3a9-79-80
7-88-87
9-79-77104-1a3
53-1p
49-1pmake
make
member4a
3a
1a10-73-73
8-84-88
8-84-8849-1p
32-3p
107-1a3merry
metal
might3a
3a
1p8-84-88
8-84-88
8-84-8884-3a
71-1p
51-1pmultiply
maize
meat3p
1p
3a10-73-74
8-84-88
9-79-8045-3a
53-1p
34-3pnews
New York
nobody3a
3a
1a8-84-88
9-79-80
8-84-8858-1p
104-1a3
37-3anone
number
oats4a
1p
3p8-84-88
10-73-73
11-88-8845-3a
35-3a
19-3polive
olive
onion1a
3a
3a11-88-88
11-88-88
11-88-88136-1a3
44-3a
44-3aopened
orange
orange

GRADE 4

400 WORDS.

	Thorndike's Grading.	Ashbaugh's Grading.	Horn's Iowa Grading.
otherwise	27-3a	9-79-78	1b
own	117-1a2	8-84-84	1a
paid	37-2a		1a
pain	54-1b	9-79-80	2b
paint	57-1b	8-84-82	2b
pair	60-1b	10-73-75	2a
paper	92-1a4	7-88-87	1a
Paris	19-3b		
passed	112-1a2	13-50-52	1b
past	75-1b	11-66-69	1a
patch	26-3a	9-79-81	73
peach	24-3a	7-88-90	3b
pear	23-3a		19
pencil	34-2b	9-79-77	3a
people	126-1a2	7-88-90	1a
person	76-1a5	8-84-82	1b
picture	80-1a5	10-73-75	1b
pine	35-2b	8-84-86	4b
pitcher	19-3b		26
pleasant	64-1b	13-50-47	1b
plums	25-3a	9-79-80	16
poem	27-3a		2b
point	105-1a3	8-84-86	1b
pool	22-3b	10-73-76	5a
potatoes	38-2a	13-50-49	3b
pound	60-1b	9-79-78	2b
press	55-1b	10-73-76	2b
pretty	81-1a5	11-66-67	1a
pride	42-2a	10-73-76	3a
print	49-2a	7-88-87	2a
proud	62-1b	10-73-75	2a
prove	63-1b	10-73-76	2a
pupil	39-2a	13-50-50	3b
pure	53-1b	8-84-86	3a
quart	19-3b	10-73-74	74
queer	21-3b	13-50-49	3a
quick	87-1a4	8-84-86	2b
race	56-1b	8-84-85	3b
reach	93-1a4	8-84-85	1b
ready	82-1a5	9-79-77	1a
recall	20-3b	8-84-85	2b
religion	24-3a		4a
remark	20-3b	8-84-82	3b
remove	44-2a	8-84-83	4a

GRADE 4		400 WORDS.	
otherwise	own	Thornike's Grading.	Aspharh's Grading.
paid	27-3a	9-73-78	1b
pain	117-1a3	8-84-84	1a
paint	37-3a		1a
pair	84-1b	9-73-80	2b
paper	87-1b	8-84-85	2b
Paris	80-1b	10-73-78	3a
passed	93-1a4	7-88-87	1a
past	12-8b		
patch	113-1a3	13-50-83	1b
peach	73-1b	11-55-89	1a
pear	86-3a	9-73-81	73
pen	84-3a	7-88-90	3b
penal	83-3a		19
people	34-3b	9-73-77	3a
person	136-1a3	7-88-90	1a
picture	76-1a3	8-84-85	1b
pine	80-1a3	10-73-78	1b
pitcher	83-3b	8-84-86	4b
pleasant	12-3b		2a
plum	64-1b	13-50-47	1b
poem	83-3a	9-73-80	1c
point	87-3a		2b
pool	103-1a3	8-84-86	1b
potatoes	33-3b	10-73-78	5a
pour	38-3a	13-50-49	3b
press	80-1b	9-73-78	2b
pretty	83-1b	10-73-76	3b
pride	81-1a3	11-55-87	1a
print	43-3a	10-73-76	3a
prod	49-3a	7-88-87	3a
prove	82-1b	10-73-78	3a
pupil	83-1b	10-73-76	3a
pure	39-3a	13-50-50	3b
quart	83-1b	8-84-86	3a
quest	19-3b	10-73-74	74
quick	31-3b	13-50-49	3a
race	87-1a4	8-84-86	2b
reach	84-1b	8-84-86	3b
ready	93-1a4	8-84-85	1b
recall	82-1a3	9-73-77	1a
religion	80-3b	8-84-85	3b
remark	34-3a		4a
remove	30-3b	8-84-83	3b
	44-3a	8-84-83	4a

GRADE 4

400 WORDS.

	Thorndike's Grading.	Ashbaugh's Grading.	Horn's Iowa Grading.
renew	26-3a	8-84-83	4b
rent	37-2a	7-88-88	2b
repair	39-2a		2b
roof	52-1b	9-79-78	3b
royal	39-2a		5a
rules	75-1b	10-73-74	3a
rust	19-3b	8-84-85	5l
safe	60-1b	8-84-82	2a
sail	82-1a5	8-84-82	4a
sale	34-2b	11-66-69	1a
savage	30-2b		2a
saying	140-1a2	7-88-90	1b
scarlet	21-3b		69
scatter	39-2a		63
scream	23-3a		34
second	92-1a4	13-50-54	1a
seem	100-1a3	10-73-75	1a
senate	23-3a		4a
sentence	27-3a		3b
seventh	25-3a	9-79-78	4a
shade	51-1b	9-79-78	3b
shape	62-1b	9-79-80	2a
shed	40-2a	10-73-72	5b
shelter	39-2a		52
shiver	20-3b		
shoes	72-1b	8-84-83	2b
should	130-1a2	8-84-85	1a
showed	123-1a2	12-58-61	2b
sight	77-1a5	9-79-80	2a
sign	57-1b	12-58-56	1b
silver	80-1a5	9-79-78	3a
simple	58-1b	9-79-79	2b
since	108-1a3	11-66-68	1a
single	56-1b	11-66-65	2a
sixth	29-2b	9-79-77	3b
sixty	25-3a	8-84-83	2b
size	69-1b	9-79-78	1a
skate	20-3b	9-79-79	33
smoke	53-1b		3b
soap	26-3a	9-79-79	4a
soil	58-1b	8-84-82	3b
someone	21-3b	8-84-83	2a
sometimes	83-1a5	8-84-82	1b
somewhere	19-3b	9-79-78	2b
sons	82-1a5	7-88-88	4b
sound	87-1a4	8-84-83	2a

GRADE 4

400 WORDS.

	Thorndike's Grading.	Ashbaugh's Grading.	Horn's Iowa Grading.
spade	21-3b		
speak	87-1a4	8-84-82	1b
spelling	33-2b	8-84-84	5b
spice	20-3b		16
spy	30-2b		27
stock	51-1b	9-79-78	1a
store	71-1b		1b
storm	63-1b	9-79-79	3a
stranger	34-2b		4b
stream	55-1b		4b
strike	63-1b	11-66-64	3a
strong	98-1a3		1b
struck	34-2b	13-50-53	3a
study	68-1b	10-73-73	1b
sugar	55-1b	7-88-87	2b
suit	67-1b		1b
sunshine	34-2b	7-88-90	3b
sure	94-1a3	9-79-78	1a
swift	45-2a		33
tailor	31-2b		18
taste	53-1b	13-50-48	3a
teach	67-1b	7-88-89	1b
teachers	61-1b	7-88-86	1b
team	31-2b	10-73-75	2a
teeth	33-2b	9-79-79	3b
tender	45-2a		3b
tent	48-2a	7-88-88	4b
these	142-1a2	9-79-81	1a
thick	63-1b	9-79-81	4a
those	103-1a3	10-73-74	1a
thought	96-1a3	9-79-81	1a
threw	37-2a		5a
through	149-1a2	11-66-67	1a
thunder	34-2b		72
tickets	23-3a	10-73-76	3b
tight	31-2b	13-50-54	4a
tire	61-1b	10-73-76	3a
together	97-1a3	10-73-74	1a
tomorrow	61-1b	12-58-62	1a
ton	25-3a	10-73-72	2a
touch	72-1b	13-50-47	1b
track	36-2a	10-73-74	3a
trade	55-1b	9-79-78	1b
travel	69-1b	9-79-81	3a
trunk	42-2a	7-88-87	3b
trust	56-1b	7-88-88	1a

400 WORDS.

GRADE 4

Horn's Iowa
Grading.Ashbaugh's
Grading.Thornbake's
Grading.

spade	81-3b	8-84-82	1b
speak	87-1a4	8-84-82	3b
spelling	32-3b	8-84-84	1c
spice	30-3b		37
spy	30-3b		1a
stock	51-1b	9-73-73	1b
store	71-1b		3a
storm	63-1b	9-73-73	4b
stranger	34-3b		4b
stream	55-1b		3a
strike	63-1b	11-66-64	1b
strong	98-1a3		3a
struck	34-3b	13-50-53	1b
study	68-1b	10-73-73	3b
sugar	55-1b	7-88-87	1b
suit	67-1b		3b
sunshine	34-3b	7-88-90	1a
sure	94-1a3	9-73-73	33
swift	45-3a		18
tallor	81-3b		3a
laste	53-1b	13-50-48	1b
teach	67-1b	7-88-89	1b
teachers	61-1b	7-88-88	3a
team	31-3b	10-73-73	3b
teeth	33-3b	9-73-73	4b
tender	45-3a		1a
tent	48-3a	7-88-88	4a
these	1a3-1a3	9-73-81	1a
thick	63-1b	9-73-81	1a
those	103-1a3	10-73-74	1a
thought	96-1a3	9-73-81	3a
throw	37-3a		1a
through	1a3-1a3	11-66-67	73
thunder	34-3b		3b
tickets	33-3a	10-73-76	4a
tight	31-3b	13-50-54	3a
fire	61-1b	10-73-76	1a
together	97-1a3	10-73-74	1a
tomorrow	61-1b	12-58-63	3a
ton	55-3a	10-73-73	1b
touch	73-1b	13-50-47	3a
track	36-3a	10-73-74	1b
trade	53-1b	9-73-78	3a
travel	63-1b	9-73-81	3b
trunk	43-3a	7-88-87	1a
trust	86-1b	7-88-88	

GRADE 4

400 WORDS.

	Thorndike's Grading.	Ashbaugh's Grading.	Horn's Iowa Grading.
turkey	28-3a		5b
twelve	56-1b	10-73-74	2a
twenty	73-1b	8-84-82	1b
twice	43-2a	9-79-78	2a
twin	23-3a		39
twist	21-3b		13
uncle	54-1b	10-73-74	2a
understand	62-1b	10-73-74	1a
until	108-1a3	11-66-64	1a
upon	132-1a2	8-84-85	1a
used	137-1a2	8-84-82	1a
useless	21-3b		3a
usual	55-1b		1b
vein	27-3a		15
vessel	49-2a		32
voice	84-1a5	11-66-66	2b
wagon	38-2a	9-79-80	4a
Washington	37-2a		
watch	84-1a5	8-84-85	2a
weak	58-1b	7-88-89	2b
wear	75-1b	9-79-80	2a
weather	60-1b	9-79-81	1a
welcome	41-2a	9-79-78	2a
we'll	19-3b	13-50-46	4b
wheat	52-1b	8-84-85	4a
whole	97-1a3	9-79-77	1a
whose	72-1b	13-50-46	2a
wire	32-2b	9-79-79	1b
wise	64-1b	10-73-76	2b
wishes	104-1a3	10-73-76	1b
won	40-2a	10-73-70	2b
wonder	64-1b	9-79-91	1b
wool	38-2a	8-84-85	3b
world	121-1a2	8-84-82	1a
worth	70-1b	9-79-77	1b
wrong	63-1b	10-73-70	1b
wrote	32-2b	9-79-78	1a
yesterday	55-1b	9-79-81	1a
young	97-1a3	9-79-80	1a
yourself	49-2a	7-88-89	1b

GRADE 5

400 WORDS.

	Thorndike's Grading.	Ashbaugh's Grading.	Horn's Iowa Grading.
absent	25-3a	8-84-85	2a
accident	26-4a		3a
action	36-2a	8-84-82	1b
admire	36-2a		3b
admit	33-2b	10-73-70	2b
advance	45-2a	9-79-81	1b
affect	27-3a		4a
afterward	44-2a	8-84-82	2b
aid	47-2a	11-66-69	2a
aim	34-2b	11-66-65	2b
already	73-1b		1a
animal	70-1b	10-73-75	4b
answered	91-1a4	10-73-76	2a
anybody	21-3b	10-73-74	2b
appear	70-1b		1b
appetite	21-3b		5a
army	59-1b	6-92-92	2b
assemble	23-3a		38
authority	28-2b		2b
avenue	30-2b	11-66-64	2b
barrel	25-3a	10-73-74	3b
become	88-1a4		1b
beef	20-3b	9-79-78	63
believe	77-1a5	11-66-68	1a
belong	62-1b	5-94-94	3a
below	46-2a	5-94-95	2a
bench	33-2b	8-84-84	65
beneath	39-2a		45
beyond	29-2b	10-73-74	2a
bigger	89-1a4	10-73-76	4a
birth	37-2a	10-73-75	4a
black	99-1a3	5-94-95	1b
blood	57-1b	7-88-90	3a
board	71-1b	6-92-93	1b
bother	16-4a	7-88-87	2b
bottle	47-2a	7-88-89	3a
bottom	58-1b	9-79-79	2a
bowl	45-2a	11-66-64	59
brain	27-3a	7-88-89	4a
brave	55-1b		4b
bridge	64-1b	9-79-80	2b
broad	54-1b	8-84-83	4a
bushel	26-3a	8-84-84	4b
butcher	24-3a	10-73-70	42
calf	16-4a	7-88-87	5a
capital	35-2b	10-73-76	3a

400 WORDS.

GRADE 5

Horn's Iowa
Grading.Ashbaugh's
Grading.Thornbake's
Grading.

3a 8-84-85
 3a 8-84-85
 1p 10-73-70
 3p 9-73-81
 1p 8-84-85
 4a 11-66-69
 3p 11-66-69
 1a 10-73-76
 4p 10-73-76
 3a 10-73-76
 3p 10-73-76
 1p 6-92-92
 3a 11-66-64
 3p 11-66-64
 3p 10-73-74
 1p 9-73-78
 63 11-66-68
 1a 5-94-94
 3a 5-94-95
 65 8-84-84
 45 10-73-74
 3a 10-73-76
 4a 10-73-75
 1p 5-94-95
 3a 7-88-90
 1p 6-92-92
 3p 7-88-87
 3a 7-88-89
 3a 9-73-79
 63 11-66-64
 4a 7-88-89
 4p 9-73-80
 3p 8-84-83
 4a 8-84-84
 4p 10-73-70
 42 7-88-87
 3a 10-73-76

35-3a absent
 36-4a accident
 36-3a action
 36-3a admire
 35-3p admit
 45-3a advance
 37-3a affect
 44-3a afterwards
 47-3a aid
 34-3p aim
 73-1p already
 70-1p animal
 91-1a answered
 21-3p anybody
 70-1p appear
 21-3p appetite
 22-1p army
 32-3a assemble
 38-3p authority
 30-3p avenue
 35-3a barrel
 88-1a become
 30-3p beef
 77-1a believe
 62-1p belong
 46-3a below
 38-3p bench
 37-3a beneath
 32-3p beyond
 69-1a bigger
 37-3a birth
 97-1a black
 37-1p blood
 71-1p board
 16-4a bother
 47-3a bottle
 68-1p bottom
 45-3a bowl
 37-3a brain
 65-1p brave
 64-1p bridge
 64-1p broad
 26-3a brush
 24-3a butcher
 16-4a calf
 35-3p capital

GRADE 5

400 WORDS.

	Thorndike's Grading.	Ashbaugh's Grading.	Horn's Iowa Grading.
captain	56-1b	10-73-74	3b
case	77-1a5	4-96-96	1a
cast	48-2a	8-84-85	3a
caught	47-2a	9-79-81	2b
center	63-1b	7-88-89	2b
chance	55-1b	8-84-85	1b
charge	101-1a3	6-92-91	1a
cheap	34-2b	9-79-80	2b
check	47-2a	6-92-92	1a
cheer	46-2a	7-88-88	3b
cheerful	30-2b	9-79-77	3a
cherries	33-2b	11-66-64	18
chief	64-1b	11-66-64	2b
chill	24-3a	8-84-84	66
choose	51-1b	12-58-56	2b
chose	40-2a	11-66-68	5a
church	81-1a5	6-92-91	1b
clearly	88-1a4	9-79-81	3a
clerk	35-2b	10-73-76	2b
closed	105-1a3	7-88-89	2a
closing	105-1a3	10-73-73	3a
clothe	50-1b	12-58-58	56
collect	31-2b	11-66-64	2a
common	62-1b	11-66-68	1b
company	78-1a5	8-84-84	1a
contain	56-1b	8-84-85	3a
contract	24-3a	7-79-78	1a
copy	38-2a	8-84-83	1a
cord	23-3a	7-88-88	4a
correct	39-2a	10-73-72	1b
correctly	39-2a	12-58-58	3a
cottage	28-2b	8-84-85	4b
cotton	39-2a	8-84-86	3a
country	110-1a3	5-94-94	1a
couple	29-2b	9-79-77	1b
cousin	40-2a	9-79-79	2a
custom	37-2a		3a
daily	35-2b	9-79-78	2a
dare	59-1b	8-84-85	2b
darling	23-3a	5-94-94	2a
daughter	64-1b	9-79-81	2b
dead	80-1a5	5-94-95	2a
death	82-1a5	8-84-86	2a
debt	39-2a	12-58-60	4a
deed	46-2a	6-92-91	3b
delight	58-1b		3b
deliver	45-2a	8-84-86	2b

400 WORDS.

GRADE 5

Horn's Iowa
Grading.Asphensh's
Grading.Thornlike's
Grading.

3p

1a

3a

3p

3p

1p

1a

3p

1a

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4a

3p

3p

3p

10-73-74

4-73-75

8-84-85

9-73-81

7-88-89

8-84-85

6-92-91

9-73-80

6-92-92

7-88-88

9-73-77

11-86-84

11-86-84

8-84-84

12-88-86

11-86-88

6-92-91

9-73-81

10-73-76

7-88-89

10-73-73

12-88-88

11-86-84

11-86-88

8-84-84

8-84-85

7-73-78

8-84-85

7-88-88

10-73-73

12-88-88

8-84-85

8-84-86

5-94-94

9-73-77

9-73-73

9-73-78

8-84-85

5-94-94

9-73-81

5-94-95

8-84-86

12-88-80

6-92-91

6-94-86

86-1p

77-1a5

48-2a

47-2a

63-1p

80-1p

101-1a3

54-2p

47-2a

46-2a

30-2p

32-2p

64-1p

24-2a

51-1p

40-2a

81-1a5

88-1a4

88-2p

105-1a3

105-1a3

50-1p

31-2p

62-1p

78-1a5

86-1p

24-2a

38-2a

38-2a

39-2a

39-2a

39-2a

110-1a3

29-2p

40-2a

37-2a

88-2p

59-1p

23-2a

64-1p

80-1a5

82-1a5

39-2a

48-2a

58-1p

45-2a

captain

case

cast

caught

center

chance

charge

cheap

check

cheer

cheerful

cherries

chisel

chill

choose

chose

church

clearly

clerk

closed

closing

clothe

collect

common

company

contain

contract

copy

cord

correct

correctly

cottage

cotton

country

couple

cousin

custom

daily

dare

daring

danghter

dang

death

debt

deed

delight

deliver

GRADE 5

400 WORDS.

	Thorndike's Grading.	Ashbaugh's Grading.	Horn's Iowa Grading.
died	102-1a3	5-94-94	2a
different	63-1b	12-58-59	1a
disguise	19-3b		1b
dispose	24-3a	8-84-84	2b
district	29-2b	11-66-69	2a
ditch	27-3a		61
divide	67-1b		4b
dread	34-2b	9-79-78	4a
drove	31-2b		2b
during	96-1a3	10-73-74	1a
duties	57-1b	12-58-62	3a
dying	23-3a		4a
eager	33-2b	10-73-76	4a
earliest	92-1a4	13-50-52	1b
earth	84-1a5	4-96-97	2b
edge	53-1b	8-87-85	3b
eighth	26-3a		4b
either	70-1b	12-58-58	1a
else	60-1b	10-73-76	1b
English	57-1b	9-79-80	3a
entrance	29-2b		4b
even	117-1a2	5-94-94	1a
evening	74-1b	7-88-88	1a
everybody	33-2b	8-84-82	1b
example	41-2a	11-66-69	3a
except	68-1b	10-73-74	1a
exchange	33-2b	8-84-86	1b
excuse	31-2b	8-84-83	1a
explain	39-2a	9-79-77	2a
extend	51-1b	9-79-79	2a
family	83-1a5	7-88-87	1b
famous	50-1b	10-73-73	3a
fancy	49-1b	8-84-84	2b
fare	38-2a	11-66-65	4a
fashion	43-2a	9-79-78	3a
favor	51-1b	9-79-77	1a
feeling	48-2a		1b
fellow	65-1b	4-96-96	1b
fifth	42-2a	9-79-79	3a
figure	68-1b	8-84-86	2a
firm	53-1b	12-58-59	2a
folk	44-2a	9-79-81	3b
force	64-1b	7-88-88	2a
forest	63-1b	7-88-88	4a
forgot	31-2b	6-92-92	2a

GRADE 5		400 WORDS.	
	Thorndike's Grading.	Ashbaugh's Grading.	Horn's Low Grading.
forgot	31-25	6-92-92	2a
forest	63-15	7-88-88	4a
force	64-15	7-88-88	2a
folk	44-2a	9-79-81	3b
firm	53-15	12-58-59	2a
figure	68-15	8-84-86	2a
fifth	42-2a	9-79-79	3a
fellow	65-15	4-96-96	1b
feeling	48-2a		1b
favor	51-15	9-79-77	1a
fashion	43-2a	9-79-78	3a
fare	38-2a	11-66-65	4a
fancy	49-15	8-84-84	3b
temons	50-15	10-73-73	3a
family	88-1a3	7-88-87	1b
extend	51-15	9-79-79	2a
explain	39-2a	9-79-77	2a
excuse	51-25	8-84-83	1a
exchange	38-25	8-84-86	1b
except	68-15	10-73-74	1a
example	41-2a	11-66-69	2a
everybody	33-25	8-84-82	1b
evening	74-15	7-88-88	1a
even	117-1a3	8-94-94	1a
entrance	29-25	9-79-80	4b
English	57-15		3a
else	60-15	10-73-76	1b
either	70-15	12-58-58	1a
sight	28-2a		4b
edge	53-15	8-87-85	3b
earth	84-1a3	4-96-97	3b
earliest	92-1a3	13-50-52	1b
eager	38-25	10-73-76	4a
dying	63-3a	12-58-62	4a
butler	57-15		3a
burning	96-1a3	10-73-74	1a
grove	31-25		3b
grass	34-25	9-79-78	4a
divide	67-15		4b
ditch	27-2a		61
district	29-25	11-66-69	2a
dispose	24-2a	8-84-84	3b
disguise	19-25		1c
different	63-15	12-58-59	1a
died	102-1a3	5-94-94	2a

GRADE 5

400 WORDS.

	Thorndike's Grading.	Ashbaugh's Grading.	Horn's Iowa Grading.
forty	48-2a	10-73-75	2b
forward	52-1b	10-73-72	1a
freeze	30-2b	10-73-76	4b
French	57-1b	10-73-73	4a
friendly	37-2a	10-73-75	2a
frost	45-2a	5-94-95	5a
frozen	28-2b	9-79-79	5a
fuel	20-3b	9-79-81	4a
fully	23-3a	9-79-78	1b
funny	27-3a	7-88-88	1b
furnace	20-3b	10-73-70	4a
furnish	43-2a	10-73-76	1a
gas	23-3a	9-79-78	2a
gentleman	59-1b	10-73-71	2a
gentlemen	59-1b	11-66-63	1b
globe	28-2b	8-84-82	5b
goose	38-2a	7-88-87	6b
govern	28-2b		6a
governor	37-2a		4a
gown	31-2b	8-84-86	4a
grain	58-1b	7-88-88	3a
grant	51-1b	6-92-92	3a
greater	159-1a1	9-79-80	2a
grind	29-2b	8-84-85	5b
group	33-2b	11-66-63	2b
habit	28-3a	9-79-77	3a
handle	43-2a	6-92-93	1b
happen	63-1b	7-88-89	1b
harvest	44-2a	7-88-90	5a
herself	55-1b	7-88-87	2b
history	49-1b	8-84-86	1b
honest	48-2a	8-84-85	2a
honor	60-1b	11-66-63	2a
husband	55-1b	10-73-71	2a
idea	46-2a	9-79-78	1b
importance	27-3a		2b
improve	32-2b	8-84-86	3b
indeed	65-1b	7-88-88	1a
insect	24-3a		2a
insist	21-3b		2b
instead	58-1b	8-84-82	1b
intend	39-2a	9-79-77	2a
invited	44-2a	8-84-85	2a
island	66-1b	8-84-85	4a

GRADE 5

400 WORDS

Thorndike's Grading.	Ashworth's Grading.	Horn's Grading.
48-2a	10-73-75	3p
52-1p	10-73-75	1a
30-2p	10-73-75	4p
37-1p	10-73-75	4a
37-2a	10-73-75	3p
45-2a	5-34-35	3a
32-2p	9-73-75	3a
30-3p	9-73-81	4a
33-3a	9-73-78	1p
37-3a	7-63-63	1p
30-3p	10-73-70	4a
43-2a	10-73-76	1a
33-3a	9-73-78	3a
39-1p	10-73-71	3a
39-1p	11-63-63	1p
38-2p	8-84-82	5p
38-2a	7-63-87	6p
38-2p		6a
37-2a		4a
31-3p	8-84-82	4a
38-1p	7-63-82	3a
31-1p	6-92-92	3a
159-1a1	9-73-90	3a
39-2p	8-84-82	5p
38-2p	11-63-63	3p
38-2a	9-73-77	3a
43-2a	6-92-92	1p
63-1p	7-63-89	1p
44-2a	7-33-90	5a
35-1p	7-63-87	3p
49-1p	8-84-82	1p
48-2a	8-84-82	3a
60-1p	11-63-63	3a
53-1p	10-73-71	3a
46-2a	9-73-78	1p
37-2a		3p
32-2p	8-84-82	3p
65-1p	7-63-88	1a
64-2a		3a
31-3p		3p
38-1p	8-84-82	1p
39-2a	9-73-77	3a
44-2a	8-84-82	3a
62-1p	8-84-82	4a

forty
 forward
 freeze
 French
 friendly
 frost
 frozen
 fuel
 fully
 funny
 furnace
 Turkish
 gas
 gentleman
 gentlemen
 globe
 goose
 govern
 governor
 gown
 grain
 grant
 greater
 grind
 group
 habit
 handle
 happen
 harvest
 herself
 history
 honest
 honor
 husband
 idea
 importance
 improve
 insect
 insect
 instant
 instead
 intend
 invited
 island

GRADE 5

400 WORDS.

	Thorndike's Grading.	Ashbaugh's Grading.	Horn's Iowa Grading.
jewels	28-3a		34
joke	21-3b	8-84-84	3b
joyful	29-2b	8-84-82	25
judge	56-1b	9-79-79	2a
kindness	31-2b	7-88-90	2a
kitchen	44-2a	9-79-78	2b
language	48-2a	9-79-78	2b
later	98-1a3	9-79-81	1a
leader	41-2a	5-94-94	4a
learn	103-1a3	8-84-86	1b
least	59-1b	8-84-84	1a
leather	42-2a	8-84-85	2b
level	42-2a	10-73-75	4a
liberty	45-2a	8-84-82	2a
library	34-2b	13-50-54	2a
likely	25-3a	10-73-71	2a
linen	30-2b	10-73-75	4a
listen	56-1b	9-79-79	2b
local	25-3a	10-73-74	1b
locate	23-3a	8-84-85	1b
loose	47-2a	12-58-58	2b
loss	51-1b	10-73-70	1b
lovely	44-2a	7-88-88	1b
lower	51-1b	8-84-85	2a
main	44-2a	9-79-79	2a
manage	29-2b	10-73-75	3a
manner	58-1b	11-66-69	1b
match	41-2a	8-84-86	3a
matter	107-1a3	6-92-91	1a
meant	36-2a	14-42-44	2a
measure	79-1a5	10-73-74	2a
meeting	104-1a3	8-84-83	1a
message	38-2a	9-79-78	2b
middle	65-1b	8-84-83	2a
mistake	40-2a	10-73-76	2a
model	30-2b	10-73-70	2b
moment	71-1b	9-79-79	1b
moving	84-1a5	8-84-86	2a
myself	57-1b	5-94-95	1a
nation	57-1b	7-88-90	38
nature	61-1b	8-84-85	1b
needle	33-2b	9-79-80	50
newspaper	31-2b	7-88-88	2b

GRADE 5		400 WORDS	
		Thorndike's Grading.	Ashbaugh's Grading.
		Horn's Iowa Grading.	
newspaper	31-32	7-88-88	32
needle	33-34	9-79-80	30
nature	61-62	8-84-85	12
nation	57-58	7-88-89	38
myself	57-58	5-94-95	14
moving	84-85	8-84-85	24
moment	71-72	9-79-80	12
model	30-31	10-73-74	32
mistake	40-41	10-73-74	32
middle	65-66	8-84-85	24
message	38-39	9-79-80	32
meeting	104-105	8-84-85	14
measure	79-80	10-73-74	32
meant	36-37	14-42-43	24
matter	107-108	6-92-93	14
match	41-42	8-84-85	32
manner	58-59	11-66-67	12
manage	39-40	10-73-74	32
main	44-45	9-79-80	32
lower	51-52	8-84-85	24
lovely	44-45	7-88-89	12
loss	51-52	10-73-74	12
loose	47-48	12-88-89	32
locate	33-34	8-84-85	12
local	35-36	10-73-74	12
listen	56-57	9-79-80	32
linen	30-31	10-73-74	42
likely	35-36	10-73-74	32
library	34-35	12-88-89	32
liberty	45-46	8-84-85	32
level	42-43	10-73-74	42
leather	43-44	8-84-85	32
least	59-60	8-84-85	12
learn	103-104	8-84-85	12
leader	41-42	5-94-95	42
later	98-99	9-79-80	12
language	48-49	9-79-80	32
kitchen	44-45	9-79-80	32
kindness	31-32	7-88-89	32
jungle	56-57	9-79-80	24
joyful	39-40	8-84-85	32
joke	31-32	8-84-85	32
jewels	38-39	8-84-85	34

GRADE 5

400 WORDS.

	Thorndike's Grading.	Ashbaugh's Grading.	Horn's Iowa Grading.
noise	49-1b	7-88-87	3b
notice	55-1b	9-79-80	1b
nurse	39-2a	9-79-77	3a
obtain	48-2a	8-84-82	2a
ocean	51-1b	8-84-82	4a
odd	30-2b	9-79-77	3b
offer	68-1b		1a
office	69-1b	7-88-90	1a
officer	53-1b	8-84-82	3a
order	100-1a3	6-92-91	1a
organ	29-2b	10-73-75	4b
ought	49-1b		1b
ourselves	20-3b	11-66-64	1b
owe	46-2a	10-73-72	2a
owner	36-2b	10-73-74	3a
package	28-3a	9-79-78	1b
parlor	26-3a	10-73-75	4a
passenger	28-3a		5b
payment	23-3a	8-84-83	1a
pearl	36-2b	8-84-83	23
peculiar	23-3a		4a
penny	35-2b	9-79-79	4b
perfect	62-1b	10-73-76	2a
perhaps	62-1b	9-79-78	1a
piece	91-1a4	12-58-62	1b
pierce	21-3b		
pillow	28-3a	6-92-92	4b
plain	78-1a5	8-84-83	2a
pocket	47-2a	6-92-92	3a
porch	30-2b	8-84-85	3a
power	85-1a4	8-84-86	1b
present	102-1a3	8-84-85	1b
private	41-2a		2a
probable	36-2b		3a
produce	43-2a	8-84-84	3a
product	33-2b	9-79-79	3a
prompt	29-2b	11-66-65	1a
promptly	29-2b	11-66-65	1a
proof	32-2b	12-58-62	2a
proper	51-1b	5-94-94	1b
prosper	19-3b		15
protect	41-2a		4a
provide	47-2a	8-84-84	2b
question	74-1b	8-84-82	1a
quiet	62-1b	12-58-61	2a

GRADE 5				400 WORDS			
Thornlike's Grading		Ashworth's Grading		Horn's Grading		Horn's Grading	
noise	49-1b	7-88-8v	3p	noise	49-1b	7-88-8v	3p
notice	55-1b	9-79-80	1p	notice	55-1b	9-79-80	1p
nurse	39-2a	9-79-7v	3a	nurse	39-2a	9-79-7v	3a
obtain	48-2a	8-84-82	2a	obtain	48-2a	8-84-82	2a
ocean	51-1b	8-84-82	4a	ocean	51-1b	8-84-82	4a
odd	50-2b	9-79-7v	3p	odd	50-2b	9-79-7v	3p
offer	68-1b		1a	offer	68-1b		1a
office	69-1b	7-88-90	1a	office	69-1b	7-88-90	1a
officer	53-1b	8-84-82	3a	officer	53-1b	8-84-82	3a
order	100-1a3	8-92-91	1a	order	100-1a3	8-92-91	1a
organ	59-2b	10-73-75	4b	organ	59-2b	10-73-75	4b
ought	49-1b		1p	ought	49-1b		1p
ourselves	50-2b	11-86-84	1p	ourselves	50-2b	11-86-84	1p
owe	46-2a	10-73-75	3a	owe	46-2a	10-73-75	3a
owner	38-2b	10-73-74	3a	owner	38-2b	10-73-74	3a
package	38-2a	9-79-78	1p	package	38-2a	9-79-78	1p
parlor	36-2a	10-73-75	4a	parlor	36-2a	10-73-75	4a
passenger	38-2a		5p	passenger	38-2a		5p
payment	53-2a	8-84-82	1a	payment	53-2a	8-84-82	1a
pearl	36-2b	8-84-82	3a	pearl	36-2b	8-84-82	3a
peculiar	53-2a		4a	peculiar	53-2a		4a
penury	35-2b	9-79-73	4b	penury	35-2b	9-79-73	4b
perfect	62-1b	10-73-76	3a	perfect	62-1b	10-73-76	3a
perhaps	62-1b	9-79-78	1a	perhaps	62-1b	9-79-78	1a
piece	91-1a4	12-58-62	1p	piece	91-1a4	12-58-62	1p
piece	51-2b		4b	piece	51-2b		4b
pillow	58-2a	8-92-92	3a	pillow	58-2a	8-92-92	3a
plain	78-1a5	8-84-82	3a	plain	78-1a5	8-84-82	3a
pocket	47-2a	8-92-92	3a	pocket	47-2a	8-92-92	3a
porch	50-2b	8-84-82	3a	porch	50-2b	8-84-82	3a
power	88-1a4	8-84-86	1p	power	88-1a4	8-84-86	1p
present	102-1a3	8-84-82	1p	present	102-1a3	8-84-82	1p
private	41-2a		3a	private	41-2a		3a
probable	36-2b		3a	probable	36-2b		3a
produce	48-2a	8-84-84	3a	produce	48-2a	8-84-84	3a
product	33-2b	9-79-79	3a	product	33-2b	9-79-79	3a
prompt	39-2b	11-86-82	1a	prompt	39-2b	11-86-82	1a
promptly	39-2b	11-86-82	1a	promptly	39-2b	11-86-82	1a
proof	32-2b	12-58-62	3a	proof	32-2b	12-58-62	3a
proper	51-1b	5-94-94	1p	proper	51-1b	5-94-94	1p
prosper	19-2b		1p	prosper	19-2b		1p
protect	41-2a		4a	protect	41-2a		4a
provide	47-2a	8-84-84	3p	provide	47-2a	8-84-84	3p
question	74-1b	8-84-82	1a	question	74-1b	8-84-82	1a
quiet	62-1b	12-58-61	3a	quiet	62-1b	12-58-61	3a

GRADE 5

400 WORDS.

	Thorndike's Grading.	Ashbaugh's Grading.	Horn's Iowa Grading.
rabbit	31-2b	9-78-77	30
railroad	42-2a	6-92-92	2a
raise	81-1a5	8-84-84	2a
reason	81-1a5	9-79-79	1a
recognize	25-3a		3b
recover	29-2b	7-88-90	4a
relate	24-3a		50
relief	27-3a		3a
remain	80-1a5	7-88-90	1a
remember	83-1a5	10-73-71	1a
repeat	47-2a	9-79-80	3b
reply	64-1b	9-79-80	1a
republic	21-3b		5a
request	34-2b	8-84-84	1a
require	53-1b	9-78-77	2a
resign	20-3b		5b
respect	38-2a	7-88-87	2a
return	68-1b	7-88-90	1a
revenge	23-3a		5b
rhyme	21-3b		40
ribbon	33-2b	10-73-75	4a
river	101-1a3		2a
saddle	32-2b		43
sample	16-4a	8-84-86	1b
satisfy	41-2a		2b
scare	25-3a	8-84-82	5a
scene	34-2b		3b
scratch	25-3a		47
search	44-2a	11-66-65	3b
season	61-1b	9-79-79	1b
secret	47-2a		3a
separate	50-1b	11-66-63	1b
serve	77-1a5	9-79-79	1b
service	67-1b	12-58-59	1a
settle	57-1b	7-88-89	2b
several	81-1a5	8-84-82	1a
sew	43-2a	9-79-80	2a
shame	40-2a	7-88-90	4a
share	45-2a	7-88-87	2a
shock	33-2b	10-73-73	3b
shoulder	55-1b	10-73-72	4a
shriek	19-3b		
sickness	24-3a	6-92-92	3a
skirt	37-2a	10-73-74	2b
slipper	22-3b	8-84-83	17
smaller	118-1a2	8-84-84	3a

GRADE 5

400 WORDS.

Horn's Iowa
Grading.Aspenburgh's
Grading.Thorndike's
Grading.30
3a
3a
1a
3p
4a
50
3a
1a
1a
3p
1a
3a
1a
3a
5p
3a
1a
3p
40
4a
3a9-78-77
6-82-82
8-84-84
9-79-79
7-88-90
7-88-90
10-73-71
9-79-80
9-79-80
8-84-84
9-78-77
7-88-87
7-88-90
10-73-73
8-84-86
8-84-82
11-66-66
9-79-79
11-66-63
9-79-79
12-58-59
7-88-89
8-84-82
9-79-80
7-88-90
7-88-87
10-73-73
10-73-73
6-92-92
10-73-74
8-84-82
8-84-8431-3p
42-3a
81-1a5
81-1a5
32-3a
39-3p
34-3a
37-3a
80-1a5
83-1a5
47-3a
64-1p
31-3p
34-3p
38-1p
30-8p
38-3a
68-1p
33-3a
31-3p
33-3p
101-1a5
32-3p
18-4a
41-3a
32-3a
34-3p
38-3a
44-3a
81-1p
47-3a
30-1p
77-1a5
67-1p
67-1p
81-1a5
43-3a
40-3a
43-3a
33-3p
55-1p
19-3p
34-3a
37-3a
32-3p
118-1a5rabbit
railroad
relax
reason
recognize
recover
relate
relied
remain
remember
repeat
reply
republic
request
reprise
resign
respect
return
revenge
rhyme
ribbon
river
saddle
sample
satisfy
sears
seems
separation
searsh
season
secret
separate
serve
service
settle
several
saw
share
share
shock
shoulder
shriek
sickness
skirt
slipper
smaller43
1p
3p
3a
3p
47
3p
1p
3a
1p
1p
1a
3p
1a
3a
4a
3a
3p
4a
3a
3p
17
3a8-84-86
8-84-82
11-66-66
9-79-79
11-66-63
9-79-79
12-58-59
7-88-89
8-84-82
9-79-80
7-88-90
7-88-87
10-73-73
10-73-73
6-92-92
10-73-74
8-84-82
8-84-84saddle
sample
satisfy
sears
seems
separation
searsh
season
secret
separate
serve
service
settle
several
saw
share
share
shock
shoulder
shriek
sickness
skirt
slipper
smaller

GRADE 5

400 WORDS.

	Thorndike's Grading.	Ashbaugh's Grading.	Horn's Iowa Grading.
sore	30-2b	10-73-74	3a
speed	37-2a	9-79-79	4a
spoke	52-1b	7-88-88	2a
spread	67-1b	9-79-81	3b
square	64-1b	7-79-81	3a
squirrel	26-3a		17
statesman	20-3b		22
station	56-1b	7-88-90	1b
steam	43-2a	7-88-90	3b
story	84-1a5		1b
straight	68-1b	13-50-53	2a
strict	19-3b	12-58-62	4b
stuff	33-2b	8-84-82	2b
substance	20-3b		5b
sufficient	27-3a		2a
surface	36-2b	11-66-69	4a
surprise	56-1b	12-58-62	2a
surround	27-3a		19
swallow	38-2a		42
taught	49-2a	10-73-74	3a
tax	40-2a	9-79-77	3a
taxes	40-2a	8-84-84	3a
telephone	23-3a	12-58-58	2a
temperature	21-3b		4b
temple	35-2b	7-88-89	4b
tenth	24-3a	6-92-91	5a
term	39-2a	10-73-75	2a
Thanksgiving	21-3b	10-73-73	3b
thief	28-3a		32
thirteen	25-3a		4b
thousand	94-1a4	8-84-85	1b
thread	49-2a	8-84-86	4b
threaten	30-2b		25
throat	35-2b	8-84-82	3a
tobacco	25-3a		3a
tongue	55-1b		4b
torment	20-3b		
toward	75-1b	11-66-64	2a
traveler	40-2a		13
tread	30-2b	9-79-81	32
treat	47-2a		3a
triumph	23-3b		5b
trouble	73-1b	9-79-79	1a
true	95-1a3	6-92-91	1b
trumpet	25-3a		

GRADE 5

400 WORDS.

	Thorndike's Grading.	Ashbaugh's Grading.	Horn's Iowa Grading.
ugly	29-2b		4b
unless	44-2a	6-92-91	1b
upper	41-2a		3a
useful	43-2a	10-73-75	2b
vacation	22-3b	8-84-83	1b
valley	60-1b	9-79-81	3a
value	57-1b	8-84-86	1a
vegetable	30-2b		6b
velvet	25-3a	8-84-86	4b
victory	29-2b		4a
violence	20-3b		5b
vote	34-2b	7-88-88	2b
voyage	27-3a		5a
warrior	27-3a		
waste	54-1b	11-66-69	1a
wealth	43-2a		5a
weapon	27-3a		25
weary	29-2b	8-84-82	3a
western	39-2a	6-92-92	2a
whether	59-1b	12-58-59	1a
whisper	42-2a		69
whistle	39-2a		5b
width	27-3a		4b
witch	24-3a	8-84-83	18
witness	31-2b		4b
woman	120-1a2	9-79-77	1b
women	44-2a	8-84-82	1b
worker	22-3b		5b
worried	20-3b	12-58-56	2b
worry	20-3b	11-66-69	2a
worse	46-2a	9-79-78	2a
worship	27-3a		4b
worst	33-2b	10-73-75	2b
written	43-2a	11-66-66	1a
yield	47-2a		4b
yourselves	49-2a	11-66-69	4a
youth	49-2a	8-84-83	3a
zone	26-3a	6-92-93	49

GRADE 5

400 WORDS.

Thornlike's Grading.	Ashbaugh's Grading.	Horn's Iowa Grading.	
26-3a	6-82-93	49	zone
49-2a	8-84-83	3a	youth
49-2a	11-86-89	4a	yourself
47-2a		4b	yield
48-2a	11-86-86	1a	written
33-2b	10-73-75	2b	worst
27-3a		4b	worship
46-2a	9-73-78	3a	worse
20-3b	11-86-89	3a	worry
20-3b	12-58-56	2b	worried
22-3b		2b	worker
44-2a	8-84-83	1b	women
120-1a2	9-73-77	1b	woman
31-2b	8-84-83	4b	witness
24-2a		1b	witch
27-3a	8-84-83	1b	width
29-2a		4b	whistle
42-2a	12-58-59	6b	whisper
22-1b	6-82-93	1a	whether
29-2a	8-84-83	3a	western
29-2b		3a	werry
27-3a		2b	weapon
43-2a		2b	wealth
24-1b	11-86-89	5a	waste
27-3a		1a	warrior
27-3a			voyage
34-2b	7-88-88	2a	vote
20-3b		2b	violence
29-2b		4a	victory
28-2a	8-84-86	4b	velvet
30-2b		6b	vegetable
27-1b	8-84-86	1a	value
60-1b	9-73-81	3a	valley
22-3b	8-84-83	1b	vacation
43-2a	10-73-75	2b	useful
41-2a		3a	upper
44-2a	6-82-91	1b	unless
29-2b		4b	ugly

GRADE 6

500 WORDS.

	Thorndike's Grading.	Ashbaugh's Grading.	Horn's Iowa Grading.
absence	22-3b	10-73-71	2a
absolute	29-2b	10-73-74	3b
accept	47-2a	10-73-75	1a
accompany	34-2b		4a
accomplish	31-2b	10-73-75	4a
according	48-2a		1b
account	63-1b	8-84-85	1a
ache	21-3b	8-84-83	5a
acquaintance	26-3a	15-34-32	2b
acquire	20-3b	15-34-31	5b
acre	34-2b	7-88-88	4a
actual	31-2b	10-73-71	2b
addition	28-2b	9-79-80	1b
address	45-2a	6-92-92	1a
advantage	40-2a	8-84-83	1b
adventure	22-3b	8-84-82	5b
advisable	3	14-42-38	2b
affair	34-2b	11-66-63	2b
against	114-1a1	7-88-88	1a
agreeable	21-3b		2b
agriculture	24-3a	11-66-65	3b
allow	63-1b	9-79-77	1b
altar	22-3b		40
alter	21-3b		65
altogether	21-3b	12-58-62	2b
ambition	23-3a	12-58-55	3b
ample	20-3b	8-84-83	3b
annual	26-3a	15-34-35	2a
anxious	29-2b	12-58-58	1b
appeal	25-3a	8-84-83	3a
appearance	32-2b	13-50-51	3a
applied	36-2a	10-73-76	2a
apply	36-2a	8-84-86	1b
approach	43-2a		4b
approve	30-2b		3a
argument	19-3b	10-73-71	3b
arrange	35-2b		1b
arrival	21-3b	11-66-64	2a
arrive	57-1b	9-79-77	2a
article	52-1b	11-66-64	1b
ascend	24-3a		21
ashamed	29-2b	7-88-90	2b
assembly	25-3a	11-66-64	4a
assist	29-2b	10-73-75	2a
associate	21-3b		5a
assume	20-3b	14-42-41	2a
assure	34-2b	9-79-77	1b

GRADE 6

500 WORDS.

	Thorndike's Grading.	Ashbaugh's Grading.	Horn's Iowa Grading.
astonish	23-3a		20
attach	20-3b	11-66-63	2b
attain	21-3b	11-66-69	5b
attempt	38-2a	10-73-76	2a
attend	57-1b	7-88-89	1b
attention	35-2b	9-79-79	1a
automobile	33-2b	8-84-83	2b
average	24-3a	9-79-80	2a
avoid	31-2b	10-73-74	2b
awful	33-2b	10-73-70	1b
balance	31-2b		1a
banquet	21-3b	11-66-63	2b
bargain	23-3a	10-73-72	4b
beautiful	75-1a		1b
benefit	30-2b	13-50-54	2a
blaze	28-2b		
blossom	38-2a		61
bonus	3	15-34-31	4b
boundary	21-3b		34
breeze	25-3a		50
brief	32-2b	11-66-63	3a
burden	25-3a		4a
bureau	20-3b	15-34-35	2b
business	73-1b	12-58-55	1a
calm	35-2b	10-73-73	4b
candle	31-2b	8-84-82	51
cannon	20-3b		
capable	19-3b	11-66-68	3a
capture	22-3b		22
careless	22-3b		5b
carpenter	24-3a		59
carriage	39-2a		4a
carrier	108-1a3	8-84-86	5b
celebrate	30-2b	11-66-66	5a
cellar	26-3a	9-79-79	5a
central	32-2b	7-88-89	2b
certain	77-1a5	10-73-76	1b
channel	22-3b	10-73-71	5b
character	44-2a	12-58-56	1b
choice	37-2a	10-73-72	2b
Christian	34-2b	12-58-59	3b
circumstance	24-3a		4b
climate	26-3a	7-88-88	3b
coach	29-2b	8-84-86	3b
coarse	27-3a	13-50-50	5a

GRAPH 6

500 WORDS.

Thorndike's Grading.	Aschworth's Grading.	Horn's Iowa Grading.
astonish	23-2a	20
attach	20-2b	2b
attain	21-2b	2b
attempt	22-2a	2a
attend	27-1b	1b
attention	25-2b	1a
automobile	23-2b	2b
average	24-2a	2a
avoid	21-2b	2b
awful	23-2b	1b
balance	21-2b	1a
banquet	21-2b	2b
barge	23-2a	4b
basically	75-1a	1b
benefit	30-2b	2a
blame	28-2b	
blossom	28-2a	61
bonnet	3	4b
boundary	21-2b	34
breast	23-2a	50
bribe	22-2b	3a
burden	25-2a	4a
business	20-2b	2b
	73-1b	1a
calm	25-2b	4b
candle	31-2b	21
cannon	20-2b	
capable	19-2b	3a
capture	22-2b	22
careless	23-2b	2b
carpenter	24-2a	2b
carriage	33-2a	4a
carrier	106-1a	2b
celebrate	20-2b	2a
cellar	26-2a	2a
central	22-2b	2b
certain	77-1a	1b
channel	23-2b	2b
character	44-2a	1b
choice	27-2a	2b
Christian	24-2b	2b
circumstance	24-2a	4b
climate	26-2a	2b
coach	29-2b	2b
course	27-2a	2a

GRADE 6

500 WORDS.

	Thorndike's Grading.	Ashbaugh's Grading.	Horn's Iowa Grading.
collar	33-2b	10-73-74	3b
collection	21-3b	9-79-81	1b
college	45-2a	10-73-72	1b
column	24-3a		3a
combination	19-3b	11-66-69	3a
comfort	44-2a	7-88-89	2b
command	57-1b		3b
commence	21-3b	10-73-72	4a
commerce	34-2b	10-73-74	3a
commercial	22-3b	13-50-52	2b
commission	22-3b		2a
committee	22-3b	16-27-26	1b
companion	38-2a	8-84-83	4a
compass	29-2b		3b
complete	50-1b	9-79-78	1a
conceal	23-3a		3b
concern	31-2b	10-73-72	2b
conclude	27-3a		3b
condemn	23-3a		2b
condition	49-1b	8-84-86	1b
conduct	34-2b	7-88-90	2b
confidence	22-3b	12-58-56	2b
connect	37-2a	9-79-81	4a
conscience	24-3a		4a
consider	46-2a	10-73-76	1b
consist	33-2b	9-79-77	4b
constant	37-2a	9-79-79	3b
constitution	21-3b		3b
construct	19-3b		2b
consult	22-3b		4a
continue	66-1b	7-88-90	1b
contrary	26-3a	10-73-70	2b
control	31-2b	10-73-70	3a
convenient	23-3a		2a
conversation	24-3a		2a
convince	22-3b	10-73-76	4a
cordial	20-3b	14-42-45	5a
council	34-2b	13-50-46	3b
counsel	26-3a		5b
courage	32-2b	10-73-74	3a
creature	46-2a		4a
credit	27-3a	8-84-86	1a
creep	36-2a	10-73-76	1b
crew	29-2b	9-79-79	5b
crowd	50-1b	9-79-78	2a
curious	26-3a		4a
curtain	38-2a	9-79-81	4a

500 WORDS.		GRADE 5	
Horn's Iowa Grading.	Asbury's Grading.	Thorndike's Grading.	
3p	10-73-74	33-3p	collar
1p	9-73-81	31-3p	collection
1p	10-73-72	43-3a	collage
3a		34-3a	column
3a	11-66-69	19-3p	combination
3p	7-88-89	44-3a	comfort
3p		37-1p	command
4a	10-73-72	31-3p	commence
3a	10-73-74	34-3p	commerce
3p	13-50-52	32-3p	commercial
3a		32-3p	commission
1p	16-37-38	32-3p	committees
4a	8-84-85	33-3a	companion
38		32-3p	compass
1a	9-73-78	30-1p	complete
38		33-3a	conceal
3p	10-73-72	31-3p	concern
3p		37-3a	conclude
3p		33-3a	concern
1p	8-84-85	43-1p	condition
3p	7-88-90	34-3p	conduct
3p	12-58-59	32-3p	confidence
4a	9-73-81	37-3a	connect
4a		34-3a	conscience
1p	10-73-76	46-3a	consider
4p	9-73-77	32-3p	consist
3p	9-73-79	37-3a	constant
3p		31-3p	constitution
3p		19-3p	construct
4a		32-3p	consult
1p	7-88-90	60-1p	continue
3p	10-73-70	36-3a	contrary
3a	10-73-70	31-3p	control
3a		33-3a	convenient
3a		34-3a	conversion
4a	10-73-76	32-3p	convince
3a	14-42-45	30-3p	corridor
3p	12-50-46	34-3p	corrosion
3p		36-3a	counsel
3a	10-73-74	32-3p	courage
4a		46-3a	create
1a	8-84-85	37-3a	credit
1p	10-73-76	36-3a	creep
3p	9-73-79	33-3p	crew
3a	9-73-78	30-1p	grow
4a		36-3a	curious
4a	9-73-81	38-3a	curtain

GRADE 6

500 WORDS.

	Thorndike's Grading.	Ashbaugh's Grading.	Horn's Iowa Grading.
cushion	21-1b	12-58-58	23
customer	22-3b	12-58-62	1b
dairy	20-3b	8-84-86	4b
damage	19-3b	6-92-93	3a
dangerous	34-2b	9-79-77	4a
debate	20-3b	8-84-85	4a
decide	55-1b	11-66-64	1b
decline	23-3a	8-84-84	4a
delightful	20-3b	6-92-92	2b
demand	50-1b	6-92-92	2a
department	26-3a		1a
deposit	22-3b	10-73-71	2b
description	22-3b	13-50-53	2a
deserve	29-2b	8-84-85	3a
design	26-3a	11-66-63	3a
desire	59-1b	6-92-92	1a
destroyed	50-1b	9-79-78	4a
destruction	23-3a		5b
difference	50-1b	10-73-73	1b
difficult	37-2a	12-58-58	2a
direct	62-1b	7-88-90	1b
direction	47-2a	9-79-80	2b
disappear	32-2b		22
disappoint	20-3b	13-50-48	3b
disease	35-2b	12-58-55	4a
distinguish	21-3b		27
division	26-3a	9-79-80	1b
domestic	26-3a	10-73-76	3a
doubt	60-1b	10-73-75	1a
doubtless	19-3b	11-66-69	3a
dreadful	33-2b	9-79-79	4a
due	41-2a	9-79-78	1a
earnest	30-2b	9-79-79	3a
easily	31-2b	10-73-73	2a
education	23-3a	8-84-82	1b
effect	47-2a	10-73-75	1b
effort	33-2b	9-79-81	1b
eighteen	30-2b	8-84-85	3b
elect	41-2a	6-92-92	4b
elephant	19-3b		
encourage	25-3a	10-73-72	5a
entertain	27-3a	10-73-72	3a
entire	51-1b	10-73-75	1b
error	30-3b	12-58-55	1b
establish	37-2a	12-58-60	3b

GRADE 6

500 WORDS.

evanston	21-1b	12-58-58	28
evanston	22-3b	12-58-58	1b
daily	20-3b	8-84-88	4b
damage	19-3b	6-92-92	3a
dangerous	24-3b	9-79-77	4a
debate	20-3b	8-84-85	4a
decide	25-1b	11-66-64	1b
decide	23-3a	8-84-84	4a
delightful	20-3b	6-92-92	3b
demand	20-1b	6-92-92	3a
department	26-3a		1a
deposit	22-3b	10-73-71	2b
description	22-3b	13-50-52	3a
deserve	29-3b	8-84-85	3a
design	26-3a	11-66-63	3a
desire	29-1b	6-92-92	1a
destroyed	20-1b	9-79-78	4a
destruction	23-3a		2b
difference	20-1b	10-73-73	1b
difficult	27-3a	12-58-58	3a
direct	22-1b	7-88-90	1b
direction	47-3a	9-79-80	2b
disappear	22-3b		3a
disappoint	20-3b	13-50-48	2b
disease	22-3b	12-58-58	4a
distinguish	21-3b		2b
division	26-3a	9-79-80	1b
domestic	26-3a	10-73-73	3a
double	20-1b	10-73-73	1a
doubtless	19-3b	11-66-63	3a
dreamful	23-3b	9-79-79	4a
due	41-3a	9-79-73	1a
earnest	20-3b	9-79-79	3a
easily	21-3b	10-73-73	3a
education	22-3a	8-84-85	1b
effect	47-3a	10-73-73	1b
effort	22-3b	9-79-81	1b
eighteen	20-3b	8-84-85	2b
elect	41-3a	6-92-92	4b
elephant	19-3b		
encourage	22-3a	10-73-73	2a
entertain	27-3a	10-73-73	3a
entire	21-1b	10-73-73	1b
error	20-3b	12-58-58	1b
establish	27-3a	12-58-60	2b

GRADE 6

500 WORDS.

	Thorndike's Grading.	Ashbaugh's Grading.	Horn's Iowa Grading.
evidence	19-3b	11-66-64	2b
exact	48-2a	11-66-67	2b
examine	33-2b	12-58-56	3a
excellent	37-2a	12-58-58	2a
expense	33-2b	12-58-60	1b
experience	40-2a	13-50-48	1b
express	55-1b	6-92-92	1a
extreme	31-2b	12-58-55	4a
factory	26-3a	7-88-90	1b
faithful	43-2a		4a
familiar	30-2b	14-42-43	2b
farther	40-2a	6-92-93	3a
fault	36-2a	9-79-81	2a
favorite	29-2b	10-73-71	3b
fever	33-2b	10-73-74	3a
fifteen	43-2a	8-84-86	2a
finished	72-1b		1b
fleet	34-2b		38
flourishing	20-3b		22
foolish	34-2b	7-88-89	3a
foreign	42-2a	12-58-56	2a
fortunate	20-3b	13-50-51	3a
fortune	44-2a	9-79-79	3b
foundation	26-3a	8-84-82	3b
freight	24-3a	10-73-72	1b
friendship	28-2b	9-79-79	2b
frighten	33-2b		19
funeral	27-3a	10-73-70	3b
furios	21-3b		65
furniture	32-2b	11-66-69	2b
further	42-2a	9-79-78	1a
future	43-2a	7-88-87	1a
generation	20-3b		5a
generous	28-2b	11-66-67	3a
ghost	31-2b	10-73-73	61
gland	3	9-79-78	26
government	62-1b	12-58-56	1b
greatful	28-3a	13-50-46	3a
greater	159-1a1	5-94-94	2a
guest	38-2a	11-66-69	3b
guide	50-1b	9-79-81	4a
handkerchief	32-2b	9-79-77	4a
handsome	31-2b	8-84-84	3a
happiness	35-2b	11-66-64	2a

GRADE 6

500 WORDS

Thorndike's Grading	Ashbaugh's Grading	Horn's Grading	500 WORDS
31-3p	12-38-85	4a	extreme
32-3p	6-32-92	1a	express
40-3a	12-30-48	1p	experience
38-3p	12-38-60	1p	expense
37-3a	12-38-58	3a	excellent
33-3p	12-38-56	3a	examine
48-3a	11-66-67	3p	exact
19-3p	11-66-64	3p	evidence
36-3a	7-88-90	1p	factory
43-3a	14-42-42	4a	factual
30-3p	6-32-93	3p	familiar
40-3a	9-79-81	3a	farther
36-3a	10-73-71	3p	favorable
39-3p	10-73-74	3a	fever
33-3p	8-64-86	3a	fifteen
43-3a		1p	finished
72-1p		3p	fleet
34-3p		3p	flower
30-3p		3p	flowering
34-3p	7-88-89	3a	foolish
42-3a	12-38-56	3a	foreign
30-3p	12-30-51	3a	fortunate
44-3a	9-79-79	3p	fortune
36-3a	8-64-82	3p	foundation
34-3a	10-73-72	1p	freight
38-3p	9-79-79	3p	friendship
33-3p		1p	friction
37-3a	10-73-70	3p	funeral
31-3p		6a	funous
32-3p	11-66-69	3p	funny
42-3a	9-79-78	1a	further
43-3a	7-88-87	1a	future
30-3p		5a	generation
38-3p	11-66-67	3a	generous
31-3p	10-73-73	6l	ghost
3	9-79-78	3a	glad
62-1p	12-38-56	1p	government
38-3a	12-30-46	3a	grateful
159-1a1	6-94-94	3a	greater
33-3a	11-66-69	3p	guest
30-1p	9-79-81	4a	guide
32-3p	9-79-77	4a	handkerchief
31-3p	8-64-84	3a	handsome
32-3p	11-66-64	3a	happiness

GRADE 6

500 WORDS.

	Thorndike's Grading.	Ashbaugh's Grading.	Horn's Iowa Grading.
haste	37-2a	12-58-60	4a
heir	21-3b	11-66-65	43
honorable	25-3a	11-66-64	5a
horrible	20-3b		4a
hospital	25-3a	9-79-80	2a
however	75-1b	3-98-97	1a
human	39-2a	9-79-79	2a
humor	23-3a	9-79-78	4a
imagine	38-2a	12-58-56	1b
immediate	38-2a	15-34-37	1b
immense	22-3b	14-42-41	4a
important	54-1b	8-84-84	1b
impossible	35-2b	11-66-67	1b
include	43-2a	7-88-87	1b
increase	53-1b	10-73-73	1b
independent	25-3a	10-73-74	3b
indicate	30-2b	10-73-71	2a
individual	24-3a	14-42-42	2b
industry	29-2b	7-88-88	4a
influence	30-2b	11-66-67	2b
inform	31-2b	7-88-88	1b
information	26-3a	7-88-90	1a
innocent	26-3a		32
inquire	26-3a	9-79-80	3a
instance	24-3a	10-73-70	2a
instant	32-2b	9-79-78	2a
instruct	26-3a	8-84-85	3b
instruction	26-3a	8-84-85	3a
instrument	28-3a	12-58-57	4a
interest	68-1b	10-73-71	1a
interesting	68-1b	10-73-76	1b
interrupt	20-3b		57
introduce	26-3a		4a
invention	21-3b		49
invitation	24-3a	11-66-68	2a
ivory	22-3b	6-92-91	5b
jealous	21-3b		3a
judgment	35-2b	15-34-36	1b
knife	45-2a		4b
knot	22-3b	8-84-83	42
knowledge	45-2a	12-58-62	1b
ladder	23-3a		53
league	35-2b		4b

500 WORDS.		GRADE 6	
Horn's Iowa Grading.	Aspberry's Grading.	Thorndike's Grading.	
4a	12-58-60	37-3a	haste
4b	11-58-60	31-3b	hail
5a	11-58-64	35-3a	honorably
4a		30-3b	horrible
3a	9-73-80	35-3a	hospital
1a	3-98-97	73-1b	however
3a	9-73-79	39-3a	human
4a	9-73-78	33-3a	humor
1b	12-58-56	38-3a	imagine
1b	12-58-57	38-3a	immediate
4a	14-42-41	32-3b	immense
1b	8-84-84	54-1b	important
1b	11-66-67	35-3b	impossible
1b	7-88-87	43-3a	include
1b	10-73-73	33-1b	increase
3b	10-73-74	35-3a	independent
3a	10-73-71	30-3b	indicate
3b	14-42-42	34-3a	individual
4a	7-88-88	39-3b	industry
3b	11-66-67	30-3b	influence
1b	7-88-88	31-3b	inform
1a	7-88-90	35-3a	information
3a		36-3a	innocent
3a	9-73-80	36-3a	inquire
3a	10-73-70	34-3a	instance
3a	9-73-78	32-3b	instant
3b	8-84-85	36-3a	instinct
3a	8-84-85	36-3a	instruction
4a	12-58-57	38-3a	instrument
1a	10-73-71	68-1b	interest
1b	10-73-76	68-1b	interesting
5b		30-3b	interrupt
4a		36-3a	introduce
4b		31-3b	invention
3a	11-66-68	34-3a	invitation
5b	6-92-91	32-3b	ivory
3a		31-3b	jealous
1b	12-58-56	35-3b	judgment
4b		45-3a	knife
4b	8-84-83	32-3b	knot
1b	12-58-62	45-3a	knowledge
3b		33-3a	ledger
4b		35-3b	league

GRADE 6

500 WORDS.

	Thorndike's Grading.	Ashbaugh's Grading.	Horn's Iowa Grading.
length	78-1a5	8-84-85	2a
liberal	19-3b	10-73-72	2b
limb	31-2b	8-84-82	2b
limit	39-2a	8-84-82	3a
liquid	21-3b	11-66-68	37
machine	42-2a	8-84-86	1b
maintain	31-2b	11-66-66	3a
majority	27-3a	12-58-58	3a
manufacture	29-2b	9-79-78	3a
marriage	27-3a		3a
marvelous	21-3b		4b
material	45-2a	12-58-59	1a
mechanic	19-3b		33
medicine	29-2b	10-73-70	3a
mention	43-2a	9-79-79	1b
merit	28-3a	14-42-44	3b
messenger	24-3a		74
method	24-3a	8-84-82	2a
million	43-2a	8-84-84	3a
minister	35-2b	9-79-80	3b
minute	75-1b	8-84-82	2a
mischievous	22-3b		5a
Mississippi	21-3b		
moderate	23-3a	10-73-75	5a
modern	30-2b	8-84-86	2b
mountain	77-1a5	8-84-85	3b
movement	25-3a		2b
musical	23-3a	9-79-78	4a
napkin	20-3b		
narrow	57-1b		4a
national	35-2b	11-66-66	1b
natural	50-1b	9-79-79	2a
necessary	57-1b	14-42-41	1a
necessity	27-3a	16-27-26	2a
neglect	32-2b	8-84-82	2b
neighbor	66-1b	8-84-83	3b
neither	57-1b	10-73-73	2a
nephew	19-3b	12-58-60	71
ninety	21-3b	13-50-54	4b
nor	73-1b	7-88-90	2a
notion	21-3b	8-84-83	3b
obliged	31-2b	9-79-77	1b
occasion	40-2a	13-50-54	2a
offered	68-1b	7-88-87	2a

500 WORDS.

GRADE 6

Thorndike's Grading.	Aspberry's Grading.	Horn's Low Grading.	
length	78-1a5	8-84-85	3a
liberal	19-3p	10-73-75	3p
lip	31-3p	8-84-85	3p
limit	39-3a	8-84-85	3a
lipid	31-3p	11-66-68	3v
machine	42-3a	8-84-85	1p
maintain	31-3p	11-66-68	3a
majority	37-3a	12-58-58	3a
manoeuvre	39-3p	9-73-78	3a
marriage	37-3a		3a
marvellous	31-3p		4p
material	43-3a	12-58-59	1a
mechanic	19-3p		33
medicine	39-3p	10-73-75	3a
mention	43-3a	9-73-78	1p
merit	38-3a	14-42-44	3p
messenger	34-3a		74
method	34-3a	8-84-85	3a
million	43-3a	8-84-84	3a
minister	35-3p	9-73-80	3v
minute	75-1p	8-84-85	3a
mischievous	32-3p		3a
misleading	31-3p		
moderate	33-3a	10-73-75	3a
modern	30-3p	8-84-85	3p
mountain	77-1a5	8-84-85	3p
movement	35-3a		3p
musical	33-3a	9-73-78	4a
napkin	30-3p		
narrow	37-1p		4a
national	35-3p	11-66-68	1p
natural	30-1p	9-73-75	3a
necessary	37-1p	14-42-41	1a
necessity	37-3a	16-57-58	3a
neglect	32-3p	8-84-85	3p
neighbor	68-1p	8-84-85	3p
neither	37-1p	10-73-75	3a
nephew	19-3p	12-58-60	71
ninety	31-3p	13-59-64	4p
nor	73-1p	7-88-90	3a
notion	31-3p	8-84-85	3p
obliged	31-3p	9-73-75	1p
occasion	40-3a	13-59-64	3a
offered	68-1p	7-88-87	3a

GRADE 6

500 WORDS.

	Thorndike's Grading.	Ashbaugh's Grading.	Horn's Iowa Grading.
official	28-3a	15-34-37	2b
opinion	37-2a	11-66-66	1b
opportunity	32-2b	15-34-33	1a
opposite	34-2b		3b
ordinary	27-3a	13-50-47	2a
original	24-3a	13-50-54	1b
ornament	27-3a		24
parcel	26-3a	10-73-74	2b
pardon	33-2b	10-73-71	2b
parent	41-2a	9-79-78	57
particular	37-2a	9-79-77	1b
passage	25-3a		4b
patience	23-3a		3a
pattern	29-2b	9-79-81	28
peace	64-1b	8-84-86	2a
peasant	19-3b		
Pennsylvania	19-3b		
perceive	24-3a		5a
perfectly	62-1b	8-84-85	2a
period	34-2b	10-73-71	1b
permit	38-2a	8-84-86	2a
personal	19-3b	8-84-84	1b
persuade	22-3b		4a
physician	24-3a	15-34-35	5b
plainly	78-1a5	8-84-82	4a
pleasure	65-1b	8-84-86	1a
policy	22-3b	11-66-66	1b
politics	3	7-88-90	3b
popular	22-3b	10-73-76	2b
population	25-3a		3b
position	28-3a	10-73-75	1a
possess	38-2a	14-42-39	4a
possible	59-1b	11-66-68	1a
poultry	19-3b		3b
practical	23-3a	14-42-45	2b
practice	50-1b	12-58-58	1b
praise	44-2a		3b
prayer	40-2a	10-73-76	3a
precious	36-2b		3b
prefer	41-2a	12-58-62	2a
prepare	57-1b	9-79-80	2a
presence	40-2a	12-58-57	3a
preserve	37-2a		4b
president	45-2a	10-73-73	1b
presume	19-3b	8-84-82	2a
prevail	24-3a	10-73-70	5a

GRADE 6			500 WORDS.
prevail	24-3a	10-73-70	3a
pressure	12-3b	8-84-82	3a
president	42-3a	10-73-73	1b
preserve	37-3a		4b
presence	40-3a	12-58-57	3a
prepare	57-1b	9-73-80	3a
prefer	41-3a	12-58-62	3a
precious	38-3b		3b
prayer	40-3a	10-73-76	3a
praise	44-3a		3b
practice	50-1b	12-58-58	1b
practical	52-3a	14-42-45	3b
politics	19-3b		3b
policy	52-3b	11-66-66	1b
pleasant	65-1b	8-84-86	1a
plenty	78-1a	8-84-82	4a
physician	24-3a	12-54-32	3b
persuade	32-3b		4a
personal	19-3b	8-84-84	1b
permit	38-3a	8-84-86	3a
period	34-3b	10-73-71	1b
perfectly	62-1b	8-84-82	3a
perceive	24-3a		3a
Pennsylvania	19-3b		3a
peasant	19-3b		3a
passage	22-3a		4b
particular	37-3a	9-73-77	1b
parent	41-3a	9-73-78	3b
person	38-3b	10-73-71	3b
personal	26-3a	10-73-74	3b
ornament	27-3a		3a
original	34-3a	12-58-54	1b
ordinary	27-3a	12-58-47	3a
opposite	34-3b		3b
opportunity	32-3b	12-54-32	1a
option	37-3a	11-66-66	1b
official	28-3a	12-54-37	3b

GRADE 6

500 WORDS.

	Thorndike's Grading.	Ashbaugh's Grading.	Horn's Iowa Grading.
prevent	42-2a	6-92-93	2b
principal	36-2b	13-50-53	2a
principle	21-3b	14-42-42	3a
privilege	20-3b	16-27-25	2b
problem	23-3a	7-79-81	2a
proceed	38-2a	10-73-73	2b
process	23-3a	12-58-61	3a
profit	24-3a	9-79-80	2a
progress	28-3a	9-79-77	2b
promise	65-1b	8-84-82	2a
pronounce	33-2b		65
property	36-2b	7-88-89	1b
proportion	23-3a		3b
prospect	24-3a	8-84-85	2b
prosperous	22-3b	12-58-55	4b
protected	41-2a	8-84-84	5b
public	58-1b	6-92-92	1b
publish	28-3a		3a
pudding	22-3b		39
punishment	24-3a		5b
purchase	41-2a	11-66-63	1b
purpose	54-1b	11-66-64	1b
quality	38-2a		2a
quantity	41-2a	14-42-43	2a
quarter	60-1b	10-73-74	2a
quarrel	34-2b		4b
quit	32-2b	9-79-78	2b
quite	73-1b	8-84-83	1a
rapidly	53-1b	7-88-87	3a
really	36-2b	11-66-68	1a
realize	20-3b	11-66-69	1b
receive	88-1a4	10-73-76	1a
receipt	20-3b	14-42-40	1a
recent	26-3a	11-66-67	1a
recess	19-3b	8-84-83	5b
recommend	20-3b	16-27-28	2a
record	44-2a	7-88-87	1b
reduce	28-3a	6-92-91	1b
refer	22-3b	10-73-74	1b
refund	3		2b
refuse	44-2a	7-88-87	3a
regard	42-2a	9-79-77	1a
register	25-3a	10-73-74	2b
regret	21-3b	7-88-89	1a
regular	46-2a	9-79-77	1b

500 WORDS.		GRADE 5	
Hotin's Town Grading.	Ashtabula's Grading.	Thorndike's Grading.	
2b	6-92-92	42-2a	prevent
2a	12-92-92	32-2b	principal
3a	14-42-42	21-2b	principals
2b	16-27-22	20-2b	privilege
2a	7-79-81	22-2a	problem
2b	10-73-73	32-2a	process
3a	12-22-21	22-2a	process
2a	2-72-80	24-2a	profit
2b	2-72-77	22-2a	progress
2a	2-24-22	22-1b	promise
2b	7-88-89	22-2b	pronounce
1b		22-2b	property
2b	2-24-22	22-2a	proportion
2b	12-22-22	24-2a	prosper
4b	2-22-22	22-2b	prosperous
2b	2-24-24	41-2a	protected
1b	2-22-22	22-1b	public
3a		22-2a	publish
2b		22-2b	publishing
1b	11-22-22	24-2a	punishment
1b	11-22-24	41-2a	purchase
		24-1b	purpose
2a		22-2a	quality
2a	14-42-42	41-2a	quantity
2a	10-73-74	20-1b	quarter
4b		24-2b	quarter
2b	2-72-72	22-2b	quit
1a	2-24-22	22-1b	quite
3a	7-88-87	22-1b	rapidly
1a	11-22-22	22-2b	really
1b	11-22-22	20-2b	realize
1a	10-73-72	22-1a4	receive
1a	14-42-42	20-2b	receipt
1a	11-22-22	22-2a	recent
2b	2-24-22	12-2b	recess
2a	16-27-22	20-2b	recommend
1b	7-88-87	44-2a	record
1b	2-22-21	22-2a	reduce
1b	10-73-74	22-2b	refer
2b		2	referring
2a	7-88-87	44-2a	refuse
1a	2-72-77	42-2a	regard
2b	10-73-74	22-2a	register
1a	7-88-82	21-2b	regret
1b	2-72-77	42-2a	regular

GRADE 6

500 WORDS.

	Thorndike's Grading.	Ashbaugh's Grading.	Horn's Iowa Grading.
relation	26-3a	7-88-89	2b
relative	23-3a	12-58-58	1b
relieve	25-3a	11-66-69	4a
remainder	20-3b		3b
remarkable	20-3b		3b
remedy	27-3a	11-66-66	4a
represent	40-2a	9-79-78	3a
representative	24-3a		2a
reserve	23-3a	7-88-90	3a
residence	20-3b		4a
restrain	19-3b		22
result	48-2a	7-88-88	1b
review	32-2b		2b
rough	48-2a	9-79-79	2b
route	26-3a	9-79-77	3a
ruin	43-2a	9-79-81	4a
rural	19-3b	10-73-72	4b
safety	33-2b	12-58-60	4a
salary	23-3a	12-58-62	2a
scarce	48-2a	8-84-82	3b
science	23-3a	14-42-39	2b
score	32-2b	7-88-89	3b
secretary	22-3b	13-50-47	1b
section	36-2b	9-79-78	2a
seldom	34-2b	9-79-79	3a
select	33-2b	7-79-81	3a
sense	41-2a	13-50-52	1b
serious	29-2b	11-66-69	2a
settlement	27-3a	7-88-87	1b
shown	123-1a2	9-79-80	1b
similar	21-3b	13-50-54	1b
sincere	23-3a	12-58-62	3a
sincerely	23-3a	15-34-32	1a
slept	28-3a	8-84-84	4a
slight	41-2a	10-73-72	2b
smooth	48-2a	10-73-76	4b
social	22-3b	10-73-72	2a
society	34-2b	11-66-66	2a
soldier	77-1a5	7-88-87	4b
sorrow	42-2a	8-84-82	3b
source	28-3a	11-66-63	3b
spare	42-2a	8-84-84	2b
special	41-2a	9-79-78	1a
spirit	69-1b	10-73-73	2a
splendid	37-2a	10-73-71	2a
standard	29-2b	8-84-82	1b

GRAPH 6		500 WORDS.	
	Thorndike's Grading.	Aspbaugh's Grading.	Horn's Grading.
relation	26-2a	7-88-89	2p
relative	23-2a	12-88-89	1p
relieve	22-2a	11-88-89	4a
remainder	20-2p		2p
remarkable	20-2p		2p
remedy	27-2a	11-88-89	4a
represent	40-2a	9-79-78	3a
representative	24-2a		3a
reserve	23-2a	7-88-90	3a
resistance	20-2p		4a
restrain	19-2p		2p
result	48-2a	7-88-88	1p
review	22-2p		2p
rough	48-2a	9-79-79	2p
route	26-2a	9-79-77	3a
ruin	43-2a	9-79-81	4a
rural	19-2p	10-73-72	4p
safety	33-2p	12-88-80	4a
salary	23-2a	12-88-82	2a
science	48-2a	8-84-82	2p
science	23-2a	14-42-39	2p
score	22-2p	7-88-89	2p
secretary	22-2p	12-50-47	1p
section	26-2p	9-79-78	2a
seldom	24-2p	9-79-79	3a
select	23-2p	7-79-81	3a
sense	41-2a	12-80-82	1p
serious	22-2p	11-88-89	2a
settlement	27-2a	7-88-87	1p
shown	122-1a2	9-79-80	1p
similar	21-2p	12-80-84	1p
sinere	23-2a	12-88-82	3a
sincerely	23-2a	12-84-32	1a
sleep	28-2a	8-84-84	4a
slight	41-2a	10-73-72	2p
smooth	48-2a	10-73-76	4p
social	22-2p	10-73-72	2a
society	24-2p	11-88-86	2a
soldier	77-1a2	7-88-87	4p
sorrow	42-2a	8-84-82	2p
source	22-2a	11-88-82	2p
spare	42-2a	8-84-84	2p
special	41-2a	9-79-78	1a
spirit	69-1p	10-73-72	2a
splendid	27-2a	10-73-71	2a
standard	22-2p	8-84-82	1p

GRADE 6

500 WORDS.

	Thorndike's Grading.	Ashbaugh's Grading.	Horn's Iowa Grading.
steady	23-3a	8-84-85	3b
steel	45-2a	7-88-89	2b
strawberries	19-3b	11-66-63	50
strength	54-1b	10-73-74	2b
struggle	37-2a	10-73-71	4a
student	30-2b	8-84-86	2b
style	39-2a	10-73-72	1b
subject	54-1b	5-94-94	1a
submit	26-3a	7-88-88	2b
succeed	42-2a	12-58-56	3b
success	39-2a	8-84-83	1b
successful	25-3a	12-58-58	2a
suggest	24-3a	13-50-53	1b
superior	31-2b	11-66-68	3a
supply	54-1b	8-84-84	1a
support	40-2a	10-73-70	2b
suppose	65-1b	7-88-89	1a
sympathy	20-3b	13-50-50	2b
system	41-2a	11-66-69	2a
terrible	41-2a	12-58-60	2a
territory	27-3a	12-58-55	1b
theater	30-2b	11-66-65	2b
therefore	57-1b	10-73-72	1a
title	37-2a	6-92-91	3a
total	37-2a	8-84-86	1b
training	83-1a4	6-92-93	2a
treatment	19-3b	7-88-88	2b
treasure	37-2a	10-73-73	5a
trial	31-2b	9-79-79	2b
type	26-3a	12-58-55	2a
uniform	25-3a	7-88-88	4a
union	42-2a	6-92-93	2a
universal	26-3a	13-50-52	3b
university	27-3a	13-50-53	1b
urge	32-2b	13-50-49	3b
vacant	20-3b	10-73-71	4b
variety	25-3a	12-58-55	3a
various	38-2a	12-58-59	1b
vary	26-3a	11-66-66	5b
view	58-1b	8-84-84	1b
vision	22-3b	9-79-80	4a
volume	28-2b	9-79-79	2a
waist	33-2b	8-84-86	3a

GRADE 6		500 WORDS	
	Thorndike's Grading	Ashbaugh's Grading	Horn's Grading
steady	88-3a	8-84-88	3p
steel	48-3a	7-88-89	3p
strawberries	19-3p	11-88-89	80
strength	84-1p	10-73-74	3p
struggle	87-3a	10-73-71	4a
student	80-3p	8-84-88	3p
style	89-3a	10-73-72	1p
subject	84-1p	8-94-94	1a
submit	88-3a	7-88-88	3p
success	48-3a	12-88-88	3p
successes	89-3a	8-84-88	1p
successful	88-3a	12-88-88	8a
suggest	84-3a	12-88-88	1p
superior	31-3p	11-88-88	3a
supply	84-1p	8-84-84	1a
support	40-3a	10-73-70	3p
suppose	88-1p	7-88-88	1a
sympathy	80-3p	12-88-88	3p
system	41-3a	11-88-88	3a
terrible	41-3a	12-88-88	8a
territory	37-3a	12-88-88	1p
theater	30-3p	11-88-88	3p
therefore	87-1p	10-73-72	1a
title	37-3a	8-92-91	8a
total	37-3a	8-84-88	1p
training	88-1a	8-92-92	8a
treatment	19-3p	7-88-88	3p
treatures	37-3a	10-73-73	8a
trial	31-3p	9-73-73	3p
type	88-3a	12-88-88	3a
uniform	88-3a	7-88-88	4a
union	48-3a	8-92-92	8a
universal	88-3a	12-88-88	3p
university	87-3a	12-88-88	1p
urge	88-3p	12-88-49	3p
vacant	80-3p	10-73-71	4p
variety	88-3a	12-88-88	8a
various	88-3a	12-88-88	1p
very	84-3a	11-88-88	5p
view	88-1p	8-84-84	1p
vision	88-3p	9-73-80	4a
volume	88-3p	9-73-73	8a
waist	88-3p	8-84-88	3a

GRADE 6

500 WORDS.

	Thorndike's Grading.	Ashbaugh's Grading.	Horn's Iowa Grading.
weigh	43-2a	9-79-77	3b
weight	56-1b	8-84-85	2a
whenever	33-2b	4-96-97	2a
withdraw	25-3a	6-92-93	4b
wonderful	58-1b	8-84-85	1b
worrying	20-3b	12-58-57	5b

CHAPTER II

LESSON I

he	APPENDIX II	hit
----	-------------	-----

she	ball	she
-----	------	-----

He hit the ball.

She hit the ball.

THE SPELLING VOCABULARY

LESSON II

and	hit
-----	-----

my	his	at
----	-----	----

The my go.

The hit hit his ball.

He and hit the ball.

LESSON III

is	good
----	------

boy	dog	with
-----	-----	------

The boy is good.

The dog is with the boy.

APPENDIX II

THE SPELLING VOCABULARY

G R A D E II

LESSON I

he		hit
the	ball	she

He hit the ball.
She hit the ball.

LESSON II

and		bat
may	his	go

She may go.
The bat hit his ball.
Go and hit the ball.

LESSON III

is		good
boy	dog	with

The boy is good.
The dog is with the boy.

GRADE II

LESSON I

he
the
ball
He hit the ball.
She hit the ball.

LESSON II

and
may
his
She may go.
The bat hit his ball.
Go and hit the ball.

LESSON III

is
boy
dog
The boy is good.
The dog is with the boy.

GRADE II

LESSON IV

it

not

girl

at

look

Look at the dog.

It is not the girl.

LESSON V

baby

see

cow

come

now

See the baby.

Now come and look at the cow.

LESSON VI

can

tell

day

you

to

Tell the boy to come.

Can you tell the day?

GRADE II

LESSON IV

it
 girl
 at
 look
 not
 Look at the dog.
 It is not the girl.

LESSON V

see
 now
 come
 cow
 baby
 See the baby.
 Now come and look at the cow.

LESSON VI

can
 day
 you
 to
 Tell the boy to come.
 Can you tell the day?

GRADE II

LESSON VII

milk

too

cold

eat

did

The milk is too cold.

She did not eat.

LESSON VIII

her

my

book

give

all

Give her my book.

All the boys may come.

LESSON IX

pie

was

hen

corn

will

The pie was good.

The hen will eat corn.

GRADE II

LESSON VII

milk
 cold
 eat
 too
 The milk is too cold.
 She did not eat.

LESSON VIII

her
 book
 give
 my
 all
 Give her my book.
 All the boys may come.

LESSON IX

pie
 hen
 corn
 was
 will
 The pie was good.
 The hen will eat corn.

G R A D E II

LESSON X

cap

let

me

for

do

Let me give you my cap.

I do not eat corn.

The book is for me.

Six and three make nine.

The ice is cold.

We will fill our net with fish.

LESSON XI

that

in

cat

box

old

has

your

red

ring

top

That cat is old.

Your ring is in my box.

The boy has a red top.

The boy was late so he went home.

GRADE II

LESSON X

let

cap

do

for

me

Let me give you my cap.

I do not eat corn.

The book is for me.

LESSON XI

in

that

box

cat

has

old

red

your

top

ring

That cat is old.

Your ring is in my box.

The boy has a red top.

GRADE II

LESSON XII

six	we
three	fill
make	our
nine	net
ice	fish

Six and three make nine.

The ice is cold.

We will fill our net with fish.

LESSON XIII

sun	ago
blue	late
sky	so
how	went
long	home

How long ago did he look?

The sky is blue.

The sun is in the sky.

The boy was late so he went home.

GRADE II

LESSON XII

we	six
fill	three
our	make
net	nine
fish	ice

Six and three make nine.

The ice is cold.

We will fill our net with fish.

LESSON XIII

ago	sun
late	blue
so	sky
went	how
home	long

How long ago did he look?

The sky is blue.

The sun is in the sky.

The boy was late so he went home.

GRADE II

LESSON XIV

rain

when

wet

pig

cook

fat

bake

they

cake

kill

When it rains the cows get wet.

The cook will bake a cake.

The pig is fat. trip.

They kill the hens.

The top of the wall is flat.

LESSON XV

bird

seed

fly

sow

far

if

away

are

time

play

The bird will fly far away.

It is time to sow seeds. bed.

If we are good we may play.

Best of the band did go.

GRADE II

LESSON XIV

when	rain
pig	wet
fat	cook
they	bake
kill	cake

When it rains the cows get wet.

The cook will bake a cake.

The pig is fat.

They kill the hens.

LESSON XV

seed	bird
sow	fly
it	far
are	away
play	time

The bird will fly far away.

It is time to sow seeds.

If we are good we may play.

GRADE II

LESSON XVI

king	class
took	school
trip	be
state	wall
same	flat

She will be in school.

He is in the same class.

The king took a trip.

It is my state.

The top of the wall is flat.

LESSON XVII

band	jump
most	joy
of	him
new	sleep
song	bed

The dog will jump at him.

He will sleep in the new bed.

It was a song of joy.

Most of the band did go.

GRADE II

LESSON XVI

king	class
took	school
trip	be
state	wall
name	list

She will be in school.

He is in the same class.

The king took a trip.

It is my state.

The top of the wall is list.

LESSON XVII

band	jump
most	joy
of	him
new	sleep
song	bed

The dog will jump at him.

He will sleep in the new bed.

It was a song of joy.

Most of the band did go.

GRADE II

LESSON XVIII

take	bad
care	run
have	ran
pin	way
hand	fun

I will take care of the baby.

I have the pin in my hand.

The bad boy ran away.

It is fun to play in the rain.

LESSON XIX

men	were
who	well
came	kiss
from	rug
war	room

The men came home from the war.

All who were away are well.

Do not kiss the baby.

She will have a rug in her room.

GRADE II

LESSON XVIII

take	bad
care	run
have	can
pin	way
hand	fun

I will take care of the baby.
 I have the pin in my hand.
 The bad boy ran away.
 It is fun to play in the rain.

LESSON XIX

men	were
who	well
came	kiss
from	ing
way	room

The men came home from the war.
 All who were away are well.
 Do not kiss the baby.
 She will have a ring in her room.

GRADE II

LESSON XX

stop	tall
get	tree
hill	seeing
farther	game
up	free

Stop at the top of the hill.

The game is to get away.

Your father is up in that tall tree.

He was seeing the game free.

LESSON XXI

pail	wake
sand	am
lost	glad
two	met
cry	mother

She took a pail of sand home.

I lost two rings.

The baby will cry if you wake her.

I am glad I met your mother.

GRADE II

LESSON XX

stop	up
get	tree
hill	seeing
farther	game
	tree

Stop at the top of the hill.

The game is to get away.

Your father is up in that tall tree.

He was seeing the game tree.

LESSON XXI

wake	bell
am	sand
glad	lost
met	two
mother	cry

She took a bell of sand home.

I lost two rings.

The baby will cry if you wake her.

I am glad I met your mother.

G R A D E II

LESSON XXII

stood	water
hall	got
sing	mad
doll	bit
fell	sheep

They stood in the hall to sing.

Her doll fell in the water.

The dog got mad and bit the sheep.

We hear with our ears.

LESSON XXIII

set	cup
park	shall
mix	ride
egg	lake
put	car

He set out a tree in the park.

Mix the egg and milk in the cup.

We shall ride in our car.

She put her hand in the lake.

G R A D E II

LESSON XXIV

sold	hear
fox	ear
last	this
year	hat
eye	mine

We sold the fox to him last year.

We see with our eyes.

This hat is not mine.

We hear with our ears.

LESSON XXV

fix	on
bag	sell
never	pen
been	ten
fed	cent

I shall fix the bag to the wall.

The cat has been fed.

I never ride on the sheep.

I shall sell my pen for ten cents.

The ran into the water.

GRADE II

LESSON XXIV

hear	sold
ear	fox
this	last
hat	year
mine	eye

We sold the fox to him last year.
 We see with our eyes.
 This hat is not mine.
 We hear with our ears.

LESSON XXV

on	fix
self	bag
pen	never
ten	been
cent	led

I shall fix the bag to the wall.
 The cat has been led.
 I never ride on the sheep.
 I shall sell my pen for ten cents.

G R A D E II

LESSON XXVI

buy	them
cut	sit
hay	over
land	here
told	sin

He will buy your land.

I told them to sit over here.

We shall not sin.

The boy cut the hay.

LESSON XXVII

like	much
hot	try
gave	hop
us	leg
fit	into

I do not like hot milk.

That cap will never fit him.

They gave us too much cake.

He can try to hop on one leg.

She ran into the water.

GRADE II

LESSON XXVI

them	boy
sit	cut
over	hay
here	land
sin	told

He will buy your land.
 I told them to sit over here.
 We shall not sin.
 The boy cut the hay.

LESSON XXVII

much	like
try	not
hop	gave
leg	us
into	fit

I do not like hot milk.
 That cap will never fit him.
 They gave us too much cake.
 He can try to hop on one leg.
 She ran into the water.

G R A D E II

LESSON XXVIII

big	hook
bee	door
find	flag
food	stand
help	dry

The big bee helps to find food.

Hook the door for me.

The flag and the stand fell.

The hay was dry.

The bill was old.

LESSON XXIX

pay	sad
butter	out
want	mill
toy	first
many	read

They will pay for the butter.

I want the toy.

Many of them were sad.

I ran out of the old mill.

I read the first book.

As yet, no one has come.

GRADE II

LESSON XXVIII

hook	big
door	bee
flag	find
stand	food
dry	help

The big bee helps to find food.

Hook the door for me.

The flag and the stand tell.

The hay was dry.

LESSON XXIX

and	pay
out	butter
mill	want
first	toy
read	many

They will pay for the butter.

I want the toy.

Many of them were and.

I ran out of the old mill.

I read the first book.

GRADE II

LESSON XXX

ship

win

had

any

bell

part

tie

seen

nut

bill

The ship had a bell.

Tie the dog to the nut tree.

I like to win any ball game.

The part seen was new.

The bill was old.

LESSON XXXI

say

as

name

yet

fast

no

but

one

fall

thing.

Say his name fast.

The thing to do is to win.

Run but do not fall.

As yet, no one has come.

GRADE II

LESSON XXX

win	ship
any	had
part	bell
seen	the
bill	nut

The ship had a bell.
 Tie the dog to the nut tree.
 I like to win any ball game.
 The part seen was new.
 The bill was old.

LESSON XXXI

as	say
yet	name
no	fast
one	but
thing	fall

Say his name fast.
 The thing to do is to win.
 Run but do not fall.
 As yet, no one has come.

G R A D E II

LESSON XXXII

lay

lot

five

what

born

call

an

or

cost

ask

He lay in the sun.

The baby was born last year.

An egg costs five cents.

What lot of land was free?

Call or ask for me.

LESSON XXXIII

sat

said

down

only

yes

ever

dear

stay

some

along

Yes, I sat down.

The baby is a dear.

Sell only some pins.

Do you ever stay at home?

He said I might come along.

GRADE II

LESSON XXXIV

miss

love

live

man

then

feet

mud

gold

rest

by

I will fly to miss the mud.

Fish live in the water.

Fill the box and then play.

Sit down and rest by this tree.

The old man loves his gold.

He is five feet tall.

LESSON XXXV

low

grade

spot

child

hold

than

end

coat

tip

very

The low spot was very wet.

Hold the end of the box.

The pail will tip over.

The child was in my grade.

Your coat is newer than mine.

GRADE II

LESSON XXXIV

love	miss
man	live
feet	then
gold	and
by	rest

I will try to miss the mud.

Fish live in the water.

Fill the box and then play.

Sit down and rest by this tree.

The old man loves his gold.

He is five feet tall.

LESSON XXXV

grade	low
child	spot
than	hold
cost	end
very	tip

The low spot was very wet.

Hold the end of the box.

The ball will tip over.

The child was in my grade.

Your cost is newer than mine.

G R A D E III

LESSON I

age	apple
think	after
today	cannot
little	sent
back	bring

I shall go back today.

A little dog is lost.

I think the apple is good.

I cannot bring my toy.

I told him my age.

I was sent home after the ride.

LESSON II

doing	ill
foot	ink
going	just
grass	letter
green	looking

The grass is green.

I was just looking for the letter.

He fell on one foot.

She was going home.

He was too ill to play.

What are you doing with the ink?

GRADE III

LESSON I

apple	age
after	think
cannot	today
sent	little
bring	back

I shall go back today.
 A little dog is lost.
 I think the apple is good.
 I cannot bring my toy.
 I told him my age.
 I was sent home after the ride.

LESSON II

ill	going
ink	foot
just	going
letter	grass
looking	green

The grass is green.
 I was just looking for the letter.
 He fell on one foot.
 She was going home.
 He was too ill to play.
 What are you doing with the ink?

GRADE III

LESSON III

made	meat
must	night
Sunday	snow
playing	thank
there	till

We made a snow man.

I thank you for the meat.

I was playing at home Sunday night.

We must go there today.

I will not be home till late tonight.

LESSON IV

week	wind
about	bank
bay	best
blow	each
face	fine

It has been a cold week.

The wind will blow the ship out of the bay.

Gold was sent to each bank.

We had to wait about two days.

Each had to pay a fine.

In the game I had to face the best boy.

GRADE III

LESSON III

meat	made
night	must
snow	Sunday
thank	playing
till	there

We made a snow man.

I thank you for the meat.

I was playing at home Sunday night.

We must go there today.

I will not be home till late tonight.

LESSON IV

wind	week
bank	about
best	pay
each	blow
fine	face

It has been a cold week.

The wind will blow the ship out of the bay.

Gold was sent to each bank.

We had to wait about two days.

Each had to pay a fine.

In the game I had to face the best boy.

G R A D E III

LESSON V

grand	house
inside	left
March	May
Monday	more
morning	off

The house was grand inside.

The grass is green in March and May.

They left late Monday morning.

He got off the ship first.

I will ask for more milk.

LESSON VI

once	place
poor	rich
send	side
silk	sister
soon	spell

The rich man was once poor.

His sister will soon learn to spell.

I will send the letter to her in the morning.

Place the bed on that side of the room.

The silk came from the mill Monday.

G R A D E III

LESSON V

horse	Grand
left	inside
May	March
more	Monday
off	morning

The horse was Grand inside.

The grass is green in March and May.

They left late Monday morning.

He got off the ship first.

I will ask for more milk.

LESSON VI

place	once
rich	poor
side	send
slater	silk
spell	soon

The rich man was once poor.

His slater will soon learn to spell.

I will send the letter to her in the morning.

Place the bed on that side of the room.

The silk came from the mill Monday.

G R A D E III

LESSON VII

start	sweet
town	under
west	why
without	work
add	barn

I cannot do this work without your help.

Why did you start to run?

There is a fox under my barn.

He lived in the west side of the town.

I shall add one more apple to your box.

The corn is sweet.

LESSON VIII

became	brother
calling	can't
children	city
cream	date
deep	dinner

The cat had cream for dinner.

His brother works in a big city.

I can't hear the children calling.

He became too old to play again.

The snow was deep on that date.

CHAPTER III

LESSON VII

sweet	start
under	town
why	west
work	without
barn	add

I cannot do this work without your help.
 Why did you start to run?
 There is a fox under my barn.
 He lived in the west side of the town.
 I shall add one more apple to your box.
 The corn is sweet.

LESSON VIII

brother	became
can't	calling
city	children
date	cream
dinner	deep

The cat had cream for dinner.
 His brother works in a big city.
 I can't hear the children calling.
 He became too old to play again.
 The snow was deep on that date.

G R A D E III

LESSON IX

east

every

farm

felt

found

Friday

gate

gone

happy

head

The sun comes up in the east.

Every Friday we go to the farm.

He was happy for he had found his dog.

The cows came to the gate at night.

He felt for the eggs in the hay.

He stood on his head.

She has been gone all night.

LESSON X

heat

hour

hunt

keep

large

life

mark

kind

near

lived

I have lived in this town all my life.

I will keep the bat one hour.

Do not stand too near the heat.

The mark in the book was large.

The red fox is the kind we hunt for.

G R A D E III

LESSON IX

every	east
felt	farm
Friday	found
gone	gate
head	happy

The sun comes up in the east.
 Every Friday we go to the farm.
 He was happy for he had found his dog.
 The cows came to the gate at night.
 He felt for the eggs in the hay.
 He stood on his head.
 She has been gone all night.

LESSON X

hour	best
keep	best
like	large
kind	mark
lived	near

I have lived in this town all my life.
 I will keep the best one hour.
 Do not stand too near the best.
 The mark in the book was large.
 The red fox is the kind we hunt for.

G R A D E I I I

LESSON XI

nice	noon
note	open
page	pick
pink	plan
post	rock

Open the book to page nine.

The note was on the old post.

We sat on the rock at noon.

I plan to pick the apples today.

I have a nice pink rock.

LESSON XII

rose	round
seven	shop
show	sick
slow	soft
bud	gulf

I spent seven cents for the show.

I sent a card to a sick boy.

The bird in the shop was round and soft.

Every rose had a bud.

The slow boys did not see the gulf.

GRADE III

LESSON XI

noon	nice
open	note
pick	page
plan	pink
rock	post

Open the book to page nine.
 The note was on the old post.
 We sat on the rock at noon.
 I plan to pick the apples today.
 I have a nice pink rock.

LESSON XII

round	rose
shop	seven
sick	show
soft	slow
gulf	bud

I spent seven cents for the show.
 I sent a card to a sick boy.
 The bird in the shop was round and soft.
 Every rose had a bud.
 The slow boys did not see the gulf.

G R A D E I I I

LESSON XIII

four	sport
cover	better
forget	small
short	forgive
plow	mate

The short boy was the better sport.

She did not forget to cover the baby.

The man would forgive the four boys.

It is sport to ride on the snow plow.

That is the small bird's mate.

LESSON XIV

inch	stage
dust	hog
price	spring
still	stone
stove	summer

There was an inch of dust on the stage.

The price for hogs was low this summer.

Corn needs rain in the spring.

The stove was made of stone.

There is still time to buy a hat.

GRADE III

LESSON XIII

four	sport
cover	better
forget	small
short	forgive
plow	nate

The short boy was the better sport.
 She did not forget to cover the baby.
 The man would forgive the four boys.
 It is sport to ride on the snow plow.
 That is the small bird's nate.

LESSON XIV

inch	stage
dust	hog
price	spring
still	stone
stove	summer

There was an inch of dust on the stage.
 The price for hogs was low this summer.
 Corn needs rain in the spring.
 The stove was made of stone.
 There is still time to buy a hat.

G R A D E III

LESSON XV

table	supper
telling	thin
train	tonight
where	wide
wife	window

The table was set for supper.
 He was telling his wife about the shop.
 The bank has a wide window.
 The train will stop here tonight.
 He fell in the lake where the ice was thin.

LESSON XVI

winter	wish
yard	air
arm	asking
cane	both
brick	camp

He had a cane on his arm.
 The bricks were for the new camp.
 The air is cold in winter.
 I wish they were asking for me.
 Both boys were playing in the yard.

G R A D E III

LESSON XVII

clean	clear
clock	coming
cool	could
dark	done
don't	dress

Don't forget to clean the window.

I could hear the clock in the dark room.

The water in the lake was clear and cool.

The girl was coming for her new dress.

His work was well done.

LESSON XVIII

drop	drum
feed	fire
garden	given
glass	hair
hers	January

He was given a drum to play with.

Don't drop the glass in the snow.

He liked to feed the birds in the garden.

We need a fire in our house in January.

The hat that was found was not hers.

Her hair was long.

CHAPTER III

LESSON XVII

clear	clean
coming	clock
could	cool
done	dark
dress	don't

Don't forget to clean the window.
I could hear the clock in the dark room.
The water in the lake was clear and cool.
The girl was coming for her new dress.
His work was well done.

LESSON XVIII

draw	drop
fire	feed
given	garden
hair	glass
January	hers

He was given a drum to play with.
Don't drop the glass in the snow.
He liked to feed the birds in the garden.
We need a fire in our house in January.
The hat that was found was not hers.
Her hair was long.

G R A D E III

LESSON XIX

June	lift
mail	making
market	mind
move	neck
next	north

I am to move away next June.

The bird had a red ring on its neck.

The wind will blow from the north today.

I don't mind making a new dress.

In the market I have to lift large boxes.

LESSON XX

nothing	other
beside	close
whatever	road
art	blank
clay	master

They will open the other road in March.

The dog can hear his master calling.

The art class will work with clay today.

I will say nothing whatever about the blank.

Close the window that is beside you.

He had something in his mouth.

G R A D E III

LESSON XXI

plate	something
yellow	meal
report	stamp
delay	author
bunch	lame

The author of this book is lame.

The report had a yellow stamp.

He put something in the plate.

We would not let our meal delay us.

The letters were tied in a bunch.

LESSON XXII

rush	sort
bean	cash
rate	rank
mouth	tract
pack	right

The cash rate was on the bill.

I will sort the beans.

Our tract of land is on the right.

We were in the last rank with our packs.

Do not rush into the barn.

He had something in his mouth.

CHAPTER III

LESSON XXI

something	plate
meal	yellow
stamp	report
author	delay
lame	brunch

The author of this book is lame.
 The report had a yellow stamp.
 He put something in the plate.
 We would not let our meal delay us.
 The letters were tied in a bunch.

LESSON XXII

sort	trash
cash	bean
rank	rate
tract	month
right	pack

The cash rate was on the bill.
 I will sort the beans.
 Our tract of land is on the right.
 We were in the last rank with our packs.
 Do not trash into the bean.
 He had something in his mouth.

G R A D E III

LESSON XXIII

seat	alone
kitten	slip
belt	asleep
step	stick
street	such

The belt could not slip.

He had to step out on the street.

We were asleep on the seat.

A door should not stick such as this one does.

She had to spend her last cent.

LESSON XXIV

taking	talk
thinking	walk
white	wild
write	again
cart	always

Do not write before thinking.

I always walk to the market.

He had to talk again.

I am taking my cart home.

The wild cat had white feet.

O R A D X T I I

JACSON KILLI

alone

seat

ship

Killer

along

will

other

step

even

street

The bill could not ship.

He had to step out on the street.

A man stepped on the seat.

A door should not stick when the rain one does.

JACSON KILLI

ship

Killer

JACSON KILLI

Killer

JACSON KILLI

Killer

ship

Killer

JACSON KILLI

Killer

ship

Killer

The bill could not ship.

He had to step out on the street.

A man stepped on the seat.

A door should not stick when the rain one does.

The bill could not ship.

G R A D E III

LESSON XXV

April	asked
spend	would
begin	south
birthday	damp
block	bringing

My birthday is in April.

The south wind is damp.

I am bringing the cream you asked for.

I would begin in the next block.

She had to spend her last cent.

LESSON XXVI

chop	know
cross	bite
December	eight
party	filling
floor	half

I know the cross dog will bite.

The floor is cold in December.

There were eight in the party.

I will chop half of the tree.

She was filling the plate.

GRAMMAR III

LESSON XXV

asked	April
would	spend
south	begin
camp	birthday
bringing	block

My birthday is in April.

The south wind is damp.

I am bringing the oxen you asked for.

I would begin in the next block.

She had to spend her last cent.

LESSON XXVI

know	chop
bite	cross
eight	December
filling	party
half	floor

I know the cross dog will bite.

The floor is cold in December.

There were eight in the party.

I will chop half of the tree.

She was filling the plate.

G R A D E III

LESSON XXVII

raining	nose
July	shut
coal	lace
looked	mean
money	months

The mill had been shut for months.

I gave her the money for the lace.

We do not buy coal in July.

I looked to see if it was raining.

We are having some apples.

LESSON XXVIII

need	draft
fear	fight
wheel	smart
tend	tiny
gun	blame

The fire needs a draft.

I was not to blame for the fight.

The boy felt no fear of the gun.

The tiny wheel fell off.

The smart girl had to tend house.

Bring the sack to the hall.

I am sorry I ate the cake.

C H A P T E R I I I

LESSON XXVII

money	raining
months	July
mean	coal
face	looked
shut	
nose	

The mill had been shut for months.
 I gave her the money for the face.
 We do not buy coal in July.
 I looked to see if it was raining.

LESSON XXVIII

gun	need
blame	fear
tiny	wheel
smart	tend
right	
draft	

The five needs a draft.
 I was not to blame for the right.
 The boy felt no fear of the gun.
 The tiny wheel fell off.
 The smart girl had to tend house.

G R A D E III

LESSON XXIX

having	ours
slide	pass
please	pole
pull	queen
rained	fur

When it rained the fur got wet.

The queen will pass our house today.

Please pull the pole away.

The small slide is ours. rubber ball.

We are having some apples.

LESSON XXX

hang	rice
row	Tuesday
sack	sink
eve	ate
sorry	space

Rice was set out in rows.

Tonight is Tuesday eve. before today.

This space is left for the sink. today.

Hang the sack in the hall.

I am sorry I ate the cake.

GRAMMAR III

LESSON XXIX

ours	having
pass	slide
pole	please
queen	pull
the	rained

When it rained the the got wet.
 The queen will pass our horse today.
 Please pull the pole away.
 The small slide is ours.
 We are having some apples.

LESSON XXX

rice	hang
Tuesday	row
sink	sack
ate	eve
space	sorry

Rice was set out in rows.
 Tonight is Tuesday eve.
 This space is left for the sink.
 Hang the sack in the hall.
 I am sorry I ate the cake.

G R A D E III

LESSON XXXI

staying	rubber
brown	their
third	roll
began	wash
boxes	which

It was their third game.

Which one of the boys is staying?

I began to wash my face.

The cat likes to roll the rubber ball.

The brown boxes were sold.

LESSON XXXII

word	foe
afraid	almost
October	before
warm	candy
broke	rather

He was not afraid of his foe.

She almost broke her arm.

I did not know the word before today.

The boys would rather have some candy.

The days are warm in October.

GRADE III

LESSON XXXI

staying	rubber
brown	their
third	roll
began	wash
boxes	which

It was their third game.
Which one of the boys is staying?
I began to wash my face.
The cat likes to roll the rubber ball.
The brown boxes were sold.

LESSON XXXII

word	ice
afraid	almost
October	before
warm	candy
broke	rather

He was not afraid of his ice.
She almost broke her arm.
I did not know the word before today.
The boys would rather have some candy.
The days are warm in October.

G R A D E III

LESSON XXXIII

begun	carry
catch	file
friend	hate
hoped	mend
moved	glasses

I hoped you would catch the large fish.

He had begun to carry the drum.

The man had to mend the file.

We do not hate a friend.

The glasses were moved from the table.

LESSON XXXIV

November	riding
throw	trying
turn	use
Wednesday	broken
neat	fresh

The fresh eggs were broken.

He was trying to throw a ball.

Corn will turn brown in November.

You must be neat if you want to go riding.

Wednesday we shall use our new books.

GRADE III

LESSON XXXIII

begin	carry
catch	tile
friend	hate
hoped	mend
moved	glasses

I hoped you would catch the large fish.
 He had begun to carry the drum.
 The man had to mend the tile.
 We do not hate a friend.
 The glasses were moved from the table.

LESSON XXXIV

November	riding
throw	trying
turn	use
Wednesday	broken
nest	fresh

The fresh eggs were broken.
 He was trying to throw a ball.
 Corn will turn brown in November.
 You must be neat if you want to go riding.
 Wednesday we shall use our new books.

G R A D E III

LESSON XXXV

September	getting
classes	leaf
pump	played
taken	running
Saturday	visit

We shall visit you Saturday.

Classes will start in September.

I had taken a leaf from each tree.

We played till it was getting dark.

The pump was left running all night.

LESSON XXXVI

tried	writing
August	dirty
wait	Thursday
beat	cave
per	real

The real cave was too dirty to stay in.

I got ten cents per hour.

I was writing to you last Thursday.

I tried to wait for you at the camp.

We had to beat the rugs last August.

GRAPH III

LESSON XXXV

September	getting
classes	leaf
pump	played
taken	running
Saturday	visit

We shall visit you Saturday.
 Classes will start in September.
 I had taken a leaf from each tree.
 We played till it was getting dark.
 The pump was left running all night.

LESSON XXXVI

tried	writing
August	dirty
wait	Thursday
best	cave
per	real

The real cave was too dirty to stay in.
 I got ten cents per hour.
 I was writing to you last Thursday.
 I tried to wait for you at the camp.
 We had to beat the bugs last August.

G R A D E III

LESSON XXXVII

desert

drink

Africa

fairy

moon

bow

dim

cabin

chick

brook

In Africa there is a big desert.

The moon is very dim.

Did the chick drink some water?

The fairy has a blue bow in her hair.

His cabin is beside a brook.

LESSON XXXVIII

bid

good-by

shot

ease

spent

card

draw

crow

cried

aloud

Did you bid him good-by?

He fired the gun with ease.

He spent his money for the card.

Can you draw a crow?

The girl cried aloud.

GRADE III

LESSON XXXVII

drink	desert
fairly	Africa
bow	moon
cabin	dim
brook	chick

In Africa there is a big desert.

The moon is very dim.

Did the chick drink some water?

The fairly has a blue bow in her hair.

His cabin is beside a brook.

LESSON XXXVIII

good-by	did
ease	shot
card	spent
grow	grew
alone	cried

Did you bid him good-by?

He lived the gun with ease.

He spent his money for the card.

Can you grow a row?

The girl cried alone.

G R A D E III

LESSON XXXIX

bolt	cage
flies	alike
dew	cloth
dip	bare
Asia	February

Have you a bolt for the cage?

The two flies are not alike.

The dew got the cloth wet.

Dip his bare hand into it.

We will go to Asia in February.

LESSON XXXX

drag	base
boil	dish
dig	den
alarm	cell
anger	bold

Drag the base over here.

Do not boil the dish.

Did the wild cat dig his den?

An alarm was put in each cell.

Anger made him bold.

GRADE III

LESSON XXXIX

cage	bolt
alike	flies
cloth	dew
bars	ship
February	Asia

Have you a bolt for the cage?
 The two flies are not alike.
 The dew got the cloth wet.
 Ship his bars hand into it.
 We will go to Asia in February.

LESSON XXX

pass	drag
dish	boil
den	dig
cell	alarm
bold	anger

Drag the pass over here.
 Do not boil the dish.
 Did the wild cat dig his den?
 An alarm was put in each cell.
 Anger made him bold.

G R A D E IV

LESSON I

news	heard
join	England
able	ladies
hotel	boat
maid	paint

I shall be able to join your party.

There were many ladies in the hotel.

The maid heard the news.

This boat will start for England.

I will paint the house.

LESSON II

cherry	wool
shade	wheat
used	crop
flour	doctor
suit	New York

The cook used white flour in the cake.

The suit was made of wool.

The wheat crop is very small this year.

The doctor came from New York.

We lay in the shade of the cherry tree.

GRADE IV

LESSON I

heard	news
England	join
ladies	able
boat	hotel
paint	maid

I shall be able to join your party.

There were many ladies in the hotel.

The maid heard the news.

This boat will start for England.

I will paint the house.

LESSON II

wool	cherry
wheat	shade
crop	used
doctor	flour
New York	suit

The cook used white flour in the cake.

The suit was made of wool.

The wheat crop is very small this year.

The doctor came from New York.

We lay in the shade of the cherry tree.

G R A D E IV

LESSON III

fifty	lives
storm	race
won	olive
grove	lumber
bought	Europe

Fifty lives were lost in the storm.

The third race was won by his sister.

We visited an olive grove on our trip.

I bought the lumber today.

All of Europe was at war.

LESSON IV

busy	o'clock
Columbus	world
teachers	pupil
fruit	jar
bread	lunch

I shall be busy at eight o'clock.

Columbus found a new world.

The teachers and the pupils will walk by the door.

Only fresh fruit was put into the jar.

We had brown bread for lunch.

GRADE IV

LESSON III

lives	lives
race	storm
olive	won
lumber	grove
Europe	bought

Billy lives were lost in the storm.
 The third race was won by his sister.
 We visited an olive grove on our trip.
 I bought the lumber today.
 All of Europe was at war.

LESSON IV

o'clock	busy
world	Columbus
people	teachers
jar	fruit
lunch	bread

I shall be busy at eight o'clock.
 Columbus found a new world.
 The teachers and the pupils will walk by the door.
 Only fresh fruit was put into the jar.
 We had brown bread for lunch.

G R A D E IV

LESSON V VII

Atlantic	potatoes
coast	farmer
yesterday	field
sixth	grandfather
grew	wagon

The Atlantic coast is on the east.

Yesterday was the sixth day of the month.

The farmer grew potatoes in the south field.

I visit my grandfather every summer.

The wagon was left at the garden gate.

LESSON VI VIII

passed	flower
through	smoke
tire	chimney
useless	picture
its	castle

Its flower is large and blue.

Smoke is coming out of the chimney.

This is a picture of the old castle.

We passed through the gate.

The old tire was useless.

G R A D E IV

LESSON VII

paid	fail
colt	orange
horse	juice
oats	quart
I'll	poem

We shall feed the horse some oats.

I'll not fail this time.

We sold a quart of orange juice.

She read the new poem to us.

He paid for the colt last night.

LESSON VIII

pencil	ground
Canada	build
threw	clothing
pitcher	patch
wrote	lose

She wrote the note with a red pencil.

Did you build a house in Canada?

He threw his clothing on the ground.

There was a large patch on his tire.

The pitcher did not lose a game all year.

GRADE IV

LESSON VII

tail	paid
orange	colt
juice	horse
quart	cats
poem	I'll

We shall feed the horse some cats.

I'll not tell this time.

We sold a quart of orange juice.

She read the new poem to us.

He paid for the colt last night.

LESSON VIII

ground	pencil
build	Canada
clothing	threw
patch	pitcher
lose	wrote

She wrote the note with a red pencil.

Did you build a house in Canada?

He threw his clothing on the ground.

There was a large patch on his tire.

The pitcher did not lose a game all year.

GRADE IV

LESSON IX

Italy	apart
shape	lamb
fence	behind
stranger	people
pleasant	hole

Italy is shaped like a foot.

The lamb was behind the fence.

The stranger stood apart from the people.

It was very pleasant near the lake.

The boy will dig a hole in the sand.

LESSON X

kisses	gift
London	Paris
drew	dollar
opened	pool
duty	since

My gift was a box of candy kisses.

London is a larger city than Paris.

He drew a dollar from the bank.

The pool was opened today.

He has been on duty since yesterday.

G R A D E IV

LESSON XI

body	vessel
pride	hurt
loud	sound
soap	thick
Germany	import

The body is on the vessel.

His pride was hurt.

There was a loud sound.

This is a thick cake of soap.

Germany has to import oranges.

LESSON XII

reach	above
beach	bathe
I'm	California
dance	lesson
early	shelter

I cannot reach above the sixth brick.

I shall bathe at the beach.

I'm going to California this year.

I shall miss my dance lesson this week.

We got to the shelter early that night.

C R A D L E IV

LESSON XI

vessel	body
hurt	pride
sound	loud
thick	soap
import	Germany

The body is on the vessel.
 His pride was hurt.
 There was a loud sound.
 This is a thick cake of soap.
 Germany has to import oranges.

LESSON XII

above	reach
bath	beach
California	I'm
season	dance
shelter	early

I cannot reach above the sixth brick.
 I shall bathe at the beach.
 I'm going to California this year.
 I shall miss my dance season this week.
 We got to the shelter early that night.

GRADE IV

LESSON XIII

fact	knew
nobody	recall
gain	hurry
health	India
inches	number

Nobody knew him at the party.

We could not recall the facts.

We shall gain on them if we hurry.

He was in poor health in India.

He was short by a number of inches.

LESSON XIV

job	labor
plums	meet
advise	onion
sign	grown
track	everyone

His job was to sort plums.

I would advise you to sign the note.

Everyone gave this labor freely.

The track meet will be run on Wednesday.

Onions were grown in that field last year.

GRADE IV

LESSON XIII

fact	knew
nobody	recall
gain	hurry
health	India
inches	number

Nobody knew him at the party.
 We could not recall the facts.
 We shall gain on them if we hurry.
 He was in poor health in India.
 He was short by a number of inches.

LESSON XIV

job	labor
plum	nest
advise	onion
sign	grown
track	everyone

His job was to sort plums.
 I would advise you to sign the note.
 Everyone gave this labor freely.
 The track meet will be run on Wednesday.
 Onions were grown in that field last year.

G R A D E IV

LESSON XV

great	pain
pair	shoes
goat	gentle
queer	travel
ready	afternoon

I bought a pair of new shoes.

The doctor said that he was not in great pain.

The goat was very gentle with the children.

We met many queer people in our travels.

She was ready to go this afternoon.

LESSON XVI

safe	sail
tailor	press
taste	strong
spice	team
uncle	usual

It is safe to sail in my boat.

The tailor will clean and press my suit.

The spice gave a pleasant taste to the food.

The team of four horses was very strong.

My uncle will come for his usual visit.

GRADE IV

LESSON XV

great	pain
pair	shoes
coat	gentle
guest	travel
ready	afternoon

I bought a pair of new shoes.
 The doctor said that he was not in great pain.
 The coat was very gentle with the children.
 We met many guest people in our travels.
 She was ready to go this afternoon.

LESSON XVI

safe	sail
tailor	press
taste	strong
spice	team
uncle	usual

It is safe to sail in my boat.
 The tailor will clean and press my suit.
 The spice gave a pleasant taste to the food.
 The team of four horses was very strong.
 My uncle will come for his usual visit.

GRADE IV

LESSON XVII

color	vein
leave	France
coffee	point
feel	young
heavy	sugar

The color of the vein is blue.

We shall leave France on the sixth of September.

He was told that he was too young to drink coffee.

I could not feel the point of the pin.

The bag of sugar was very heavy.

LESSON XVIII

across	awhile
fort	chain
another	coin
British	dozen
study	peaches

This is another old British fort.

We can walk across the field.

He had a gold coin on his chain.

I shall study awhile this summer.

We bought a dozen peaches from the farmer.

GRADE IV

LESSON XVII

color	vein
leave	France
coffee	point
feel	young
heavy	sugar

The color of the vein is blue.

We shall leave France on the sixth of September.

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LESSON XVIII

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fort	chain
another	coin
British	dozen
study	peaches

This is another old British fort.

We can walk across the field.

He had a gold coin on his chain.

I shall study awhile this summer.

We bought a dozen peaches from the farmer.

G R A D E IV

LESSON XIX

print	metal
silver	breakfast
bright	wire
touch	spy
own	twice

I shall print my own sign.

Silver is a bright metal.

We had breakfast early this morning.

Do not touch this wire.

The spy had been shot twice.

LESSON XX

around	Washington
answer	fourth
aunt	everything
gray	tent
basket	pears

We shall travel around the city of Washington.

The pupil was writing his fourth answer.

My aunt gave me everything I have.

The gray tent is too small.

Fill the basket with pears.

GRADE IV

LESSON XIX

metal	print
breakfast	silver
wire	bright
spy	touch
twice	own

I shall print my own sign.

Silver is a bright metal.

We had breakfast early this morning.

Do not touch this wire.

The spy had been shot twice.

LESSON XX

Washington	around
fourth	answer
everything	sent
tent	gray
pears	basket

We shall travel around the city of Washington.

The pupil was writing his fourth answer.

My aunt gave me everything I have.

The gray tent is too small.

Fill the basket with pears.

G R A D E IV

LESSON XXI

current	speak
stock	whole
sale	pine
heaven	high
nest	built

He did not speak to a person all day.

The whole stock was put on sale.

I could see the sun high in the heaven.

The birds built their nest in the pine tree.

The current was shut off.

LESSON XXII

we'll	rules
guess	stream
act	formed
beg	easy
tickets	multiply

We'll have to put on an act.

We had to beg for the tickets.

The rules would give us only one guess.

The stream formed a lake after the heavy rain.

It was easy for him to multiply.

GRADE IV

LESSON XXI

current	stream
stock	whole
sale	pine
heaven	high
nest	built

He did not speak to a person all day.

The whole stock was put on sale.

I could see the sun high in the heaven.

The birds built their nest in the pine tree.

The current was shut off.

LESSON XXII

we'll	rules
guess	stream
set	formed
beg	easy
tickets	multiply

We'll have to put on an act.

We had to beg for the tickets.

The rules would give us only one guess.

The stream formed a lake after the heavy rain.

It was easy for him to multiply.

G R A D E IV

LESSON XXIII

remove

music

teeth

tight

tomorrow

enough

voice

weak

savage

religion

The dog had set his teeth tight in the meat.

Tomorrow we shall remove the posts.

His voice was too weak to be heard.

I have heard enough of this music.

The savages have a religion of their own.

LESSON XXIV

simple

contest

chair

wrong

cloudy

weather

held

button

burn

brush

It was very simple to enter the contest.

I sat in the wrong chair.

The weather was cloudy all last week.

He held the button in his hand.

We burn the brush at night.

GRADE IV

LESSON XXIII

music	remove
right	teeth
enough	tomorrow
weak	voice
religion	savage

The boy had set his teeth right in the meat.

Tomorrow we shall remove the posts.

His voice was too weak to be heard.

I have heard enough of this music.

The savages have a religion of their own.

LESSON XXIV

contest	simple
wrong	chair
weather	cloudy
button	held
burn	burn

It was very simple to enter the contest.

I sat in the wrong chair.

The weather was cloudy all last week.

He held the button in his hand.

We burn the brush at night.

G R A D E IV

LESSON XXV

Inn	merry
Christmas	holiday
chickens	member
club	fourteen
building	pure

The Inn was an old farm building.

At Christmas all the people are merry.

We keep the chickens for the holiday.

There were fourteen members in our club.

We bought pure milk at that farm.

LESSON XXVI

advice	anyone
careful	danger
depend	follow
list	hundred
swift	twist

We could depend on his advice.

He was very careful when he saw our danger.

Anyone could follow the track we left.

The list price was one hundred dollars.

He gave the belt a swift twist.

GRADE IV

LESSON XXV

inn	merry
Christmas	holiday
chickens	member
club	fourteen
building	pure

The inn was an old farm building.
 At Christmas all the people are merry.
 We keep the chickens for the holiday.
 There were fourteen members in our club.
 We bought pure milk at that farm.

LESSON XXVI

advice	anyone
careful	gangster
depend	follow
list	hundred
swift	twist

We could depend on his advice.
 He was very careful when he saw our gangster.
 Anyone could follow the track we left.
 The list price was one hundred dollars.
 He gave the belt a swift twist.

GRADE IV

LESSON XXVII

agree	carrying
deal	ton
blew	shed
load	paper
diamond	seventh

We could not agree on who was to deal.

The wagon was carrying over a ton of stone.

The wind blew the paper around.

The diamonds were only a small part of the load.

It was the seventh time we had passed the shed.

LESSON XXVIII

alive	battle
darkness	upon
proud	luck
bear	deceiver
quick	prove

He came back from the battle alive.

We came upon the wall in the darkness.

He was proud of his bear.

As a deceiver he had no luck.

He was quick to prove that he was right.

G R A D E IV

LESSON XXIX

enter

ahead

change

between

form

few

roof

corner

might

rust

You may enter ahead of me.

A few people will change cars here.

The chimney is in the corner of the roof.

I might sit between the two seats.

Water will form rust on the pump.

LESSON XXX

branch

break

front

among

those

cattle

drive

garment

known

law

You will break the branch if you are not careful.

I was among those in the front row.

The boy will drive the cattle home.

She had to mend the old garment.

There was no known law broken.

GRADE IV

LESSON XXIX

enter	ahead
change	between
form	few
roof	corner
might	rust

You may enter ahead of me.

A few people will change cars here.

The chimney is in the corner of the roof.

I might sit between the two seats.

Water will form rust on the pump.

LESSON XXX

branch	break
front	among
those	cattle
drive	garment
known	law

You will break the branch if you are not careful.

I was among those in the front row.

The boy will drive the cattle home.

She had to mend the old garment.

There was no known law broken.

G R A D E IV

LESSON XXXI

also	finish
finger	glove
justice	person
pound	count
amount	display

We also were at the finish of the race.

One finger was gone from the glove.

Justice will be given to any person.

We did not count the last pound of butter.

The display was too small for the amount of space.

LESSON XXXII

past	anywhere
yourself	royal
rent	sure
watch	drill
sometimes	fair

No one had gone past the window but yourself.

The royal party did not go anywhere.

The rent was sure to come by the early mail.

We shall watch them drill.

Sometimes the weather is fair.

GRADE IV

LESSON XXXI

also	finish
finger	glove
justice	person
pound	count
amount	display

We also were at the finish of the race.
 One finger was gone from the glove.
 Justice will be given to any person.
 We did not count the last pound of butter.
 The display was too small for the amount of space.

LESSON XXXII

past	anywhere
yourself	royal
rent	sure
watch	grill
sometimes	fair

No one had gone past the window but yourself.
 The royal party did not go anywhere.
 The rent was sure to come by the early mail.
 We shall watch them grill.
 Sometimes the weather is fair.

G R A D E IV

LESSON XXXIII

twelve

trunks

sons

showed

trust

someone

turkey

size

none

tender

There were twelve trunks at the house.

The sons showed us over the farm.

We had to trust someone.

Our turkey was not tender.

None knew the size of his shoes.

LESSON XXXIV

remark

scatter

senate

soil

understand

fame

renew

wise

carpet

laid

The farmer will scatter the seed on the soil.

We could not understand his remark.

He won his fame in the senate.

We laid the new carpet on the floor.

It was very wise to renew the belt.

GRADE IV

LESSON XXXIII

twelve	trunks
sons	showed
trust	someone
turkey	size
none	tender

There were twelve trunks at the house.

The sons showed us over the farm.

We had to trust someone.

Our turkey was not tender.

None knew the size of his shoes.

LESSON XXXIV

remark	scatter
senate	soil
understand	farm
renew	wise
carpet	laid

The farmer will scatter the seed on the soil.

We could not understand his remark.

He won his fame in the senate.

We laid the new carpet on the floor.

It was very wise to renew the belt.

G R A D E IV

LESSON XXXV

pretty

bush

otherwise

die

saying

laugh

scream

wonder

skates

wear

We were saying that she was pretty.

Give me my skates or I shall scream.

Move this bush; otherwise it will die.

We must ask you not to laugh.

I wonder who will wear these shoes.

LESSON XXXVI

somewhere

thought

lie

trade

blade

scarlet

until

spade

second

spelling

The blade will be found somewhere near me.

He thought he could trade with you.

Lie here until I call for you.

We shall paint the spade scarlet.

I was second in the spelling contest.

GRADE IV

LESSON XXXV

brush	pretty
die	otherwise
laugh	saying
wonder	scream
wear	shoes

We were saying that she was pretty.
 Give me my shoes or I shall scream.
 Move this brush; otherwise it will die.
 We must ask you not to laugh.
 I wonder who will wear these shoes.

LESSON XXXVI

thought	somewhere
trade	its
scarlet	place
space	until
spelling	second

The blade will be found somewhere near me.
 He thought he could trade with you.
 Its here until I call for you.
 We shall paint the space scarlet.
 I was second in the spelling contest.

G R A D E IV

LESSON XXXVII

Lincoln	single
sentence	welcome
sixty	gather
these	anything
together	because

Lincoln was a very pleasant man.

I could not write a single sentence.

We shall welcome sixty new members.

These birds cannot be put together.

Gather anything that will burn because we are cold.

LESSON XXXVIII

shiver	dream
sunshine	twenty
former	twins
sight	less
himself	worth

We do not shiver in the sunshine.

My former teacher has lost her sight.

The boy likes to dream of himself.

There were twenty pairs of twins.

Butter is worth less at the market today.

GRADE IV

LESSON XXXVII

single	Lincoln
welcome	sentence
gather	sixty
anything	these
because	together

Lincoln was a very pleasant man.
 I could not write a single sentence.
 We shall welcome sixty new members.
 These birds cannot be put together.
 Gather anything that will burn because we are cold.

LESSON XXXVIII

dream	shiver
twenty	sunshine
twins	former
less	eight
worth	himself

We do not shiver in the sunshine.
 My former teacher has lost her sight.
 The boy likes to dream of himself.
 There were twenty pairs of twins.
 Better is worth less at the market today.

G R A D E IV

LESSON XXXIX

breathe

teach

brought

should

whose

climb

wishes

cheese

struck

store

Teach the children to breathe only fresh air.

He wishes that he could have struck him.

You should climb this hill.

I bought some cheese at the store.

Whose pail have you brought home?

LESSON XXXX

discover

strike

thunder

engine

itself

repair

injure

seem

empty

being

I will strike the empty box.

The horse did not injure itself.

The thunder seems to be far away.

Being alone, one may discover himself.

The engine will have to be repaired.

GRADE IV

LESSON XXXIX

Teach	breathe
should	brought
climb	whose
cheese	wishes
store	struck

Teach the children to breathe only fresh air.

He wishes that he could have struck him.

You should climb this hill.

I bought some cheese at the store.

Whose ball have you brought home?

LESSON XXXX

strike	discover
engine	thunder
repair	itself
seem	injure
being	empty

I will strike the empty box.

The horse did not injure itself.

The thunder seems to be far away.

Being alone, one may discover himself.

The engine will have to be repaired.

G R A D E V

LESSON I

absent	payment
excuse	calf
passenger	return
railroad	daily
barrel	repeat

He was absent without an excuse.

The railroad passenger got home early.

He has taken a barrel of potatoes as payment.

Return the calf to the one who owns it.

We shall repeat the show daily.

LESSON II

family	ditch
vacation	rabbit
sew	scared
pocket	nation
speed	English

The rest of the family are away on a vacation.

I shall sew the lace on the pocket.

He did not speed around the ditch.

We did not mean to scare the rabbit.

We are an English speaking nation.

GRADE V

LESSON I

absent	payment
excuse	calf
passenger	return
railroad	daily
barrel	repeat

He was absent without an excuse.

The railroad passenger got home early.

He has taken a barrel of potatoes as payment.

Return the calf to the one who owns it.

We shall repeat the show daily.

LESSON II

family	ditch
vacation	rabbit
saw	scared
pocket	nation
speed	English

The rest of the family are away on a vacation.

I shall see the face on the pocket.

He did not speed around the ditch.

We did not mean to scare the rabbit.

We are an English speaking nation.

G R A D E V

LESSON III

warrior	island
brave	eager
youth	handle
caught	quiet
French	listen

Paint a picture of the brave warrior.

The youth caught the orange that I threw to him.

The island is under the French rule.

He was eager to handle the money.

LESSON IV

fuel	frozen
furnace	scene
accident	bottle
loss	squirrel
promptly	animal

We could not buy fuel for our furnace.

The loss of the fruit was an accident.

We got to the scene promptly.

The water in the bottle was frozen.

The squirrel is a gentle animal.

LESSON III

warrior	l'homme
brave	brave
youth	jeune
caught	pris
French	français

Paint a picture of the brave warrior.
The youth caught the exchange that I threw to him.
The island is under the French rule.
He was eager to handle the money.

LESSON IV

trial	procès
turnout	sortie
loss	perte
promptly	promptement
animal	animal

We could not pay for our turn-out.
The loss of the trial was an accident.
We got to the scene promptly.
The water in the bottle was frozen.
The animal is a gentle animal.

G R A D E V

LESSON V

firm

taxes

remain

country

friendly

nurse

goose

died

drove

herself

The block of stone will remain firm.

This year the taxes in the country are less.

The nurse was always friendly.

The goose died this afternoon.

She drove the car herself.

LESSON VI

model

husband

ocean

freeze

weapon

officer

aim

correctly

beggar

upper

He was a model husband.

The ocean will not freeze.

The officer took the weapon away.

To hit the mark, one must aim correctly.

The beggar entered through the upper window.

GRADE V

LESSON V

taxes	firm
country	remain
nurse	friendly
staid	goose
herself	grove

The flock of geese will remain firm.

This year the taxes in the country are less.

The nurse was always friendly.

The goose died this afternoon.

She grove the car herself.

LESSON VI

husband	model
freeze	ocean
officer	weapon
correctly	aim
upper	beggar

He was a model husband.

The ocean will not freeze.

The officer took the weapon away.

To hit the mark, one must aim correctly.

The beggar entered through the upper window.

GRADE V

LESSON VII

correct

favor

reply

protect

library

thief

local

forest

proper

extend

The reply to our note was correct.

Our local library is open every day.

It is not proper to favor friends.

We should not protect the thief.

We shall extend our forest to the cabin.

LESSON VIII

question

provide

power

custom

avenue

search

closed

locate

capital

jewels

No one will question your power.

The avenue was closed for the race.

He will provide all the capital we shall need.

It was their custom to search all people.

We could not locate the jewels.

GRADE V

LESSON VII

correct	favor
reply	protect
library	thief
local	forest
proper	extend

The reply to our note was correct.
Our local library is open every day.
It is not proper to favor friends.
We should not protect the thief.
We shall extend our forest to the cabin.

LESSON VIII

question	provide
power	custom
avenue	search
closed	locate
capital	jewels

No one will question your power.
The avenue was closed for the race.
He will provide all the capital we shall need.
It was their custom to search all people.
We could not locate the jewels.

G R A D E V

LESSON IX

gentleman

ribbon

belong

daughter

private

cheerful

kitchen

manner

fancy

fellow

The card belongs to this gentleman.

The pupil had a private kitchen.

The ladies had a fancy ribbon.

His daughter was always cheerful.

The small fellow acted in a queer manner.

LESSON X

measure

owner

grain

lower

assemble

temperature

group

exchange

expect

request

They had to measure the grain.

The group liked to assemble in the hall.

I expect the owner to remove the load.

The temperature will be lower tonight.

I will request that they exchange boats.

GRADE V

LESSON IX

ribbon	Gentleman
daughter	belong
cheerful	private
manner	kitchen
fellow	fancy

The card belongs to this gentleman.
 The pupil had a private kitchen.
 The ladies had a fancy ribbon.
 His daughter was always cheerful.
 The small fellow acted in a queer manner.

LESSON X

owner	measure
lower	grain
temperature	assemble
exchange	group
request	expect

They had to measure the grain.
 The group liked to assemble in the hall.
 I expect the owner to remove the load.
 The temperature will be lower tonight.
 I will request that they exchange seats.

G R A D E V

LESSON XI

action	leader
reason	dare
become	edge
chief	earliest
captain	entrance

He had to give a reason why no action had been taken.

The wise warrior will become the chief.

The careful captain was an able leader.

We did not dare to go near the edge.

We made our earliest entrance this morning.

LESSON XII

famous	tobacco
pearl	idea
gas	vote
earth	joke
habit	admit

The famous pearl was lost.

They got their gas out of the earth.

The use of tobacco is a bad habit.

He had no idea how to vote.

She had to admit that it was only a joke.

GRADE V

LESSON XI

leader	action
dare	reason
edge	become
earliest	chief
entrance	captain

He had to give a reason why no action had been taken.
 The wise warrior will become the chief.
 The careful captain was an able leader.
 We did not dare to go near the edge.
 We made our earliest entrance this morning.

LESSON XII

tobacco	famous
idea	pearl
vote	gas
joke	earth
admit	habit

The famous pearl was lost.
 They got their gas out of the earth.
 The use of tobacco is a bad habit.
 He had no idea how to vote.
 She had to admit that it was only a joke.

G R A D E V

LESSON XIII

language	meeting
message	service
deliver	women
peculiar	nature
main	offer

He will deliver the message tomorrow.

We heard many peculiar languages in Europe.

The service was held in the main tent.

The women are having a meeting this afternoon.

He would not tell us the nature of the offer.

LESSON XIV

obtain	black
package	taught
raise	eighth
vegetable	ugly
sample	cousin

I will obtain the package on my way home.

I am going to raise vegetables on this land.

He was carrying his samples in the black bag.

This was the eighth year she had taught school.

My cousin owns an ugly dog.

GRADE V

LESSON XIII

meeting	language
service	message
women	deliver
nature	peculiar
offer	main

He will deliver the message tomorrow.
 We heard many peculiar languages in Europe.
 The service was held in the main tent.
 The women are having a meeting this afternoon.
 He would not tell us the nature of the offer.

LESSON XIV

black	obtain
taught	package
eighth	raise
ugly	vegetable
cousin	sample

I will obtain the package on my way home.
 I am going to raise vegetables on this land.
 He was carrying his samples in the black bag.
 This was the eighth year she had taught school.
 My cousin owns an ugly dog.

G R A D E V

LESSON XV

valley	cotton
army	furnish
waste	ought
moment	butcher
yield	beef

The army marched through the valley.

We did not waste a moment coming home.

Our yield of cotton will be small this year.

He ought to furnish everything.

The butcher delivered the fresh beef.

LESSON XVI

victory	manage
admire	dying
written	middle
secret	myself
swallow	rhyme

Everyone admired him for his victory.

He had written a secret note.

How could he manage to swallow the orange?

The small animal was dying in the middle of the road.

I will write the rhyme myself.

GRADE V

LESSON XV

cotton	valley
turnish	army
ought	waste
butcher	moment
best	yield

The army marched through the valley.
 We did not waste a moment coming home.
 Our yield of cotton will be small this year.
 He ought to turnish everything.
 The butcher delivered the fresh best.

LESSON XVI

manage	victory
dying	admire
middle	written
myself	secret
rhyme	swallow

Everyone admired him for his victory.
 He had written a secret note.
 How could he manage to swallow the orange?
 The small animal was dying in the middle of the road.
 I will write the rhyme myself.

G R A D E V

LESSON XVII

trumpet	collect
voyage	bowl
surround	odd
gentlemen	wealth
aid	woman

He will play the trumpet on the voyage.

The gentlemen will surround the field.

I shall aid them to collect the papers.

The woman of wealth gave the house as a gift.

That was an odd shaped bowl.

LESSON XVIII

statesman	organ
judge	whistle
steam	pierce
church	moving
lovely	case

The judge was also a statesman.

The church was heated by steam.

The lovely organ was given by a friend.

The engine whistle pierced the air.

He was moving the case when we saw him.

GRADE V

LESSON XVII

collect	trumpet
bowl	voyage
odd	surround
wealth	gentlemen
woman	aid

He will play the trumpet on the voyage.
The gentlemen will surround the field.
I shall aid them to collect the papers.
The woman of wealth gave the horse as a gift.
That was an odd shaped bowl.

LESSON XVIII

organ	statesman
whistle	judge
please	steam
moving	church
case	lovely

The judge was also a statesman.
The church was heated by steam.
The lovely organ was given by a friend.
The engine whistle pierced the air.
He was moving the case when we saw him.

G R A D E V

LESSON XIX

advance

smaller

choose

darling

debt

true

notice

remember

cast

liberty

We had to choose our road in advance.

We had to send a notice before we could collect the debt.

We cast the smaller fish back into the lake.

We remember her as the darling of all the people.

It is true that we had to fight for our liberty.

LESSON XX

either

loose

dispose

happen

couple

closing

fare

importance

globe cheer

The old couple had to dispose of their dog.

We had to pay our fare again or get off.

The heavy globe was loose.

The accident had to happen at closing time.

They would cheer every act of importance.

LESSON XIX

advance	smaller
choose	garling
debt	time
notice	remember
cast	liberty

We had to choose our road in advance.

We had to send a notice before we could collect

the debt.

We cast the smaller fish back into the lake.

We remember her as the garling of all the people.

It is true that we had to fight for our liberty.

LESSON XX

either	loose
dispose	happen
couple	closing
fare	importance
globe	cheer

The old couple had to dispose of their dog.

We had to pay our fare again or get off.

The heavy globe was loose.

The accident had to happen at closing time.

They would cheer every act of importance.

G R A D E V

LESSON XXI

strict

witness

worried

separate

parlor

perhaps

match

shoulder

scratch

blood

He was strict and everyone worried about the drill.

We found a used match in the parlor.

The witness saw him scratch the furniture.

Perhaps we had better separate the animals.

There was blood on his shoulder.

LESSON XXII

weary

gown

matter

harvest

forgot

share

pillow

whisper

recognize

during

It does not matter that we are weary.

I forgot to get the pillow.

I shall be able to recognize the gown.

We shall share in the harvest.

They did not whisper during the service.

D R A F T

LESSON XXI

witness	arrived
separate	worried
perhaps	perfor
shoulder	match
blood	scratch

He was excited and everyone worried about the drill.

We found a used match in the perfor.

The witness saw him scratch the furniture.

Perhaps we had better separate the antis.

There was blood on his shoulder.

LESSON XXII

gown	weary
harvest	matter
share	forgot
whisper	pillow
during	recognize

It does not matter that we are weary.

I forgot to get the pillow.

I shall be able to recognize the gown.

We shall share in the harvest.

They did not whisper during the service.

G R A D E V

LESSON XXIII

level	proof
bushel	chance
cherries	order
skirt	cottage
produce	bench

We bought a bushel of cherries.

Her skirt was level with the ground.

He was asked to produce the proof.

We did not get a chance to order the meat.

The bench was in back of the cottage.

LESSON XXIV

worker	tenth
threaten	prosper
bother	company
meant	frost
charge	season

They did not bother any of the workers.

He had threatened to charge more.

I meant the tenth step.

The company did not prosper.

The frost came early this season.

GRADE V

LESSON XIII

level	proof
bushel	chance
cherries	order
skirt	cottage
produce	bench

We bought a bushel of cherries.
Her skirt was level with the ground.
He was asked to produce the proof.
We did not get a chance to order the meat.
The bench was in back of the cottage.

LESSON XIV

worker	tenth
threaten	prosper
bother	company
meant	frost
charge	season

They did not bother any of the workers.
He had threatened to charge more.
I meant the tenth step.
The company did not prosper.
The frost came early this season.

GRADE V

LESSON XXV

resign

check

explain

surface

story

bottom

delight

worse

worry

treat

They did not explain why they requested him
to resign.

This story will delight the children.

We did not worry about the lost check.

The water was as clear on the bottom as it was
on the surface.

He could not treat him any worse.

LESSON XXVI

prompt

governor

appear

divide

afterward

traveler

trouble

invited

republic

forty

He was always prompt to appear at his meals.

We shall fix the trouble afterward.

He is the governor of the republic.

The traveler would not divide his trade.

We had invited forty to the party.

LESSON XXV

resign	check
explain	surface
story	bottom
delight	worse
worry	treat

They did not explain why they requested him

to resign.

This story will delight the children.

We did not worry about the lost check.

The water was as clear on the bottom as it was

on the surface.

He could not treat him any worse.

LESSON XXVI

prompt	governor
appear	divide
afterward	traveler
trouble	invited
republic	forty

He was always prompt to appear at his meals.

We shall fix the trouble afterward.

He is the governor of the republic.

The traveler would not divide his trade.

We had invited forty to the party.

G R A D E V

LESSON XXVII

authority

contain

recover

appetite

spoke

clerk

believe

newspaper

substance

death

He did not have any authority to recover the jewels.

I believe he spoke to some of the people.

The box contained a queer substance.

The clerk had lost his appetite.

I was already to go this morning.

A statesman will govern the island.

LESSON XXVIII

noise

surprise

several

brain

tread

everybody

porch

sufficient

kindness

force

The noise bothered several people.

We heard him tread on the porch.

We were surprised at his kindness.

Everybody has a brain of the same size.

The force was not sufficient to break the door.

He found him beneath the bridge.

GRADE V

LESSON XXVII

contain	authority
appetite	recover
clerk	spoke
newspaper	believe
death	substance

He did not have any authority to recover the jewels.

I believe he spoke to some of the people.

The box contained a queer substance.

The clerk had lost his appetite.

LESSON XXVIII

surprise	noise
brain	several
everybody	tread
antifish	porch
force	kindness

The noise bothered several people.

We heard him tread on the porch.

We were surprised at his kindness.

Everybody has a brain of the same size.

The force was not sufficient to break the door.

G R A D E V

LESSON XXIX

present

learn

forward

straight

least

already

unless

cord

useful

govern

They will move forward for the present.

He was the least useful of all the workers.

We can not go unless you learn your lesson.

He made a straight mark with a cord.

I was already to go this morning.

A statesman will govern the island.

LESSON XXX

river

square

spread

thirteen

satisfy

board

product

beneath

require

bridge

The river spread over the valley.

The product will not satisfy the owner.

He required thirteen tickets.

The board had to be square.

We found him beneath the bridge.

CHAPTER V

LESSON XXIX

learn	present
straight	forward
already	least
cord	unless
govern	master

They will move forward for the present.
 He was the least master of all the workers.
 We can not go unless you learn your lesson.
 He made a straight mark with a cord.
 I was already to go this morning.
 A statesman will govern the island.

LESSON XXX

square	river
thirteen	spread
board	artist
harness	product
bridge	require

The river spread over the valley.
 The product will not satisfy the owner.
 He required thirteen tickets.
 The board had to be square.
 We found him beneath the bridge.

G R A D E V

LESSON XXXI

broad	Thanksgiving
serve	telephone
western	affect
piece	thousand
worship	temple

It was a broad piece of land.
 He had to serve in a western way.
 We go to church to worship every Thanksgiving day.
 The storm affected our telephone.

LESSON XXXII

cheap	fashion
slipper	anybody
thread	worst
linen	mistake
funny	term

The slippers could be bought cheaply.
 He used linen thread to sew our shoes.
 We had to laugh at the funny jokes.
 Anybody could make a mistake in the fashion.
 This was my worst term at school.

GRAPH V

LESSON XXXI

Thanksgiving	broad
telephone	serve
effect	western
thousand	piece
temple	worship

It was a broad piece of land.
 He had to serve in a western way.
 We go to church to worship every Thanksgiving day.
 The storm effected our telephone.

LESSON XXXII

fashion	cheap
anybody	slipper
worst	thread
mistake	linen
term	funny

The slippers could be bought cheaply.
 He used linen thread to sew our shoes.
 We had to laugh at the funny jokes.
 Anybody could make a mistake in the fashion.
 This was my worst term at school.

G R A D E V

LESSON XXXIII

tongue	throat
insect	relief
intend	sore
honest	history
torment	triumph

We read of Washington's triumph in our history.

Some insects have long tongues.

He did intend to be honest.

The girl had a sore throat.

It was a relief not to be tormented by bees.

LESSON XXXIV

revenge	improve
later	toward
leather	instead
answered	needle
sickness	chose

He said he would get his revenge later.

I answered that we got leather from animals.

He began to improve from his sickness.

The needle was pointed toward you.

Instead of riding, he chose to walk.

CHAPTER V

LESSON XXIII

throat	tongue
relief	insect
sore	intend
history	honest
triumph	torment

We read of Washington's triumph in our history.

Some insects have long tongues.

He did intend to be honest.

The girl had a sore throat.

It was a relief not to be tormented by bees.

LESSON XXXIV

improve	revenge
toward	later
instead	leather
needle	answered
chose	sickness

He said he would get his revenge later.

I answered that we got leather from animals.

He began to improve from his sickness.

The needle was pointed toward you.

Instead of riding, he chose to walk.

G R A D E V

LESSON XXXV

plain

stuff

settle

grind

tax

yourselves

grant

violence

center

zone

We shall settle on the great western plain.

We cannot grant you a low tax rate.

We found this stuff in the center of the room.

You will have to grind the corn yourselves.

There was no violence in the zone we watched.

LESSON XXXVI

example

below

fifth

fully

feeling

birth

evening

even

except

duties

I could not do the fifth example.

He was feeling well early that evening.

Everyone was below me except the captain.

The fly is fully grown at birth.

His duties kept him so busy that he even had no time to eat.

GRAPH V

LESSON XXXV

plain	stuff
settle	grind
tax	yourself
grant	violence
center	some

We shall settle on the great western plain.
 We cannot grant you a low tax rate.
 We found this stuff in the center of the room.
 You will have to grind the corn yourself.
 There was no violence in the zone we watched.

LESSON XXXVI

example	below
fifth	fly
feeling	birth
evening	even
except	duties

I could not do the fifth example.
 He was feeling well early that evening.
 Everyone was below me except the captain.
 The fly is fly grown at birth.
 His duties kept him so busy that he even had
 no time to eat.

G R A D E V

LESSON XXXVII

else	relate
honor	likely
indeed	insist
office	common
respect	probable

The only pay he got from the office was the honor.

Respect your office, or else resign.

He is likely to relate the same old story.

The common people insist on the need of a leader.

It is indeed probable that we shall not see him.

LESSON XXXVIII

bigger	ourselves
district	dreads
different	chill
contract	clearly
clothe	beyond

He lives in a bigger business district than I do.

We had to offer him a different contract.

We had to clothe the children ourselves.

The old man dreads the chill of the night.

I can see clearly beyond the window.

GRAPH V

LESSON XXVII

relate	else
likely	honor
insist	indeed
common	office
probably	respect

The only way he got from the office was the honor.
Respect your office, or else resign.
He is likely to relate the same old story.
The common people insist on the need of a leader.
It is indeed probable that we shall not see him.

LESSON XXVIII

ourselves	bigger
breeds	distinct
chill	different
clearly	contrast
beyond	clothes

He lives in a bigger business district than I do.
We had to offer him a different contrast.
We had to clothe the children ourselves.
The old man breeds the chill of the night.
I can see clearly beyond the window.

G R A D E V

LESSON XXXIX

perfect	shriek
copy	velvet
figure	width
penny	witch
joyful	dead

He could not make a perfect copy of the stamp.

He did not figure on the penny trade.

The children gave a joyful shriek.

The velvet cloth was the proper width.

The witch is dead.

LESSON XXXX

deed	folks
value	shame
whether	owe
station	disguise
shock	saddle

The deed to the land was of no value to anyone.

We didn't know whether you had been to the station.

She did not shock her own folks.

It is a shame to owe money.

They tried to disguise the saddle.

GRADE V

LESSON XXXIX

perfect	shriek
copy	velvet
figure	witch
penny	witch
joyful	bead

He could not make a perfect copy of the stamp.

He did not figure on the penny trade.

The children gave a joyful shriek.

The velvet cloth was the proper width.

The witch is dead.

LESSON XLIX

dead	folks
vain	shame
whether	owe
station	disgrace
shock	saddle

The dead to the land was of no value to anyone.

We didn't know whether you had been to the station.

She did not shock her own folks.

It is a shame to owe money.

They tried to disgrace the saddle.

G R A D E VI

LESSON III

LESSON I

accompany

guide

decline

dairy

balance

modern

fortune

earnest

calm

serious

You will have to decline his company.

He lost his balance and fell to the floor.

The guide was calm even in times of danger.

This is a modern dairy.

His father left him a fortune.

LESSON II

factory

prevent

expense

handkerchief

generous

applied

occasion

imagine

hospital

due

The factory could meet its expenses.

He was very generous with his gifts to the hospital.

We could not prevent his being invited for the occasion.

She applied her handkerchief to her eyes.

Imagine the surprise that is due her.

GRADE VI

LESSON I

accompany	guide
baseline	daily
balance	modern
fortune	earnest
calm	serious

You will have to baseline his company.
 He lost his balance and fell to the floor.
 The guide was calm even in times of danger.
 This is a modern daily.
 His father left him a fortune.

LESSON II

factory	prevent
expense	handkerchief
generous	applied
occasion	imagine
hospital	one

The factory could meet its expenses.
 He was very generous with his gifts to the hospital.
 We could not prevent his being invited for the occasion.
 She applied her handkerchief to her eyes.
 Imagine the surprise that is one her.

G R A D E VI

LESSON III

jealous

carpenter

succeed

machine

knife

description

steel

napkin

ladder

arrange

One cannot succeed in life if he has a jealous nature.

The blade of his knife was made of fine steel.

The carpenter had to put up the ladder.

He gave me a description of the new machine.

She had to arrange the napkins on the table.

LESSON IV

obliged

ruin

limit

rapidly

parcel

automobile

precious

safety

quality

future

He was obliged to limit his message to twenty words.

This parcel contains many precious jewels.

We will not ruin the quality of our product.

The automobile moved rapidly through the streets.

We had to consider the future safety of our children.

GRADE VI

LESSON III

jealous	carpenter
succeeded	machine
knife	description
steel	napkin
ladder	strange

One cannot succeed in life if he has a jealous nature.

The blade of his knife was made of fine steel.
The carpenter had to put up the ladder.
He gave me a description of the new machine.
She had to arrange the napkins on the table.

LESSON IV

obliged	ruin
limit	rapidly
parcel	automobile
precious	safety
quality	future

He was obliged to limit his message to twenty words.
This parcel contains many precious jewels.
We will not ruin the quality of our product.
The automobile moved rapidly through the streets.
We had to consider the future safety of our children.

G R A D E VI

LESSON V

terrible

theater

avoid

waist

uniform

collar

supply

accept

vacant

evidence

They could not avoid the terrible accident.

We are to supply them with uniforms.

The theater has been vacant all summer.

The waist has a yellow collar.

The judge would not accept the evidence.

LESSON VI

according

careless

excellent

damage

success

blaze

banquet

easily

candle

favorite

According to the excellent report, he will recover.

The banquet was a great success.

He was careless to set the candles in the window.

The blaze caused a great deal of damage.

The favorite horse won the race easily.

CHAPTER VI

LESSON V

terrible	theater
avoid	waist
uniform	collar
supply	accept
vacant	evidence

They could not avoid the terrible accident.

We are to supply them with uniforms.

The theater has been vacant all summer.

The waist has a yellow collar.

The judge would not accept the evidence.

LESSON VI

according	careless
excellent	damage
success	blame
hardest	early
candle	favorite

According to the excellent report, he will recover.

The hardest was a great success.

He was careless to set the candle in the window.

The blame caused a great deal of damage.

The favorite horse won the race early.

G R A D E VI

LESSON VII

faithful	altar
president	immediate
ghost	receive
ashamed	judgment
handsome	regret

He was a faithful and honest president of our company.

He was ashamed to admit he believed in ghosts.

There is a handsome altar in that church.

We received a request for immediate help.

We regret the judgment passed on the youth.

LESSON VIII

knot	interest
notion	narrow
league	channel
secretary	offered
maintain	position

He had a notion to cut the knot.

The secretary of the league was the only one paid.

The boat had to pass through the narrow channel.

She was offered a position in our office.

I intend to maintain an interest in the company.

GRADE VI

LESSON VII

after	faithful
immediate	president
receive	ghost
judgment	ashamed
regret	handsome

He was a faithful and honest president of our company.
 He was ashamed to admit he believed in ghosts.
 There is a handsome altar in that church.
 We received a request for immediate help.
 We regret the judgment passed on the youth.

LESSON VIII

interest	knot
narrow	notion
channel	league
offered	secretary
position	maintain

He had a notion to cut the knot.
 The secretary of the league was the only one held.
 The post had to pass through the narrow channel.
 She was offered a position in our office.
 I intend to maintain an interest in the company.

G R A D E VI

LESSON IX

pardon	really
refuse	salary
quantity	territory
reduce	union
profit	struggle

We could not refuse to pardon him.

They had to reduce the quantity that each could buy.

The union did not profit by the mistake.

The salary really had to be reduced.

The struggle for liberty in the territory failed.

LESSON X

variety	material
ample	property
crew	regard
direction	sincere
possess	punishment

There was an ample variety of meat in the market.

The crew could not follow our directions.

I possess enough material to make a dress.

He had no regard for the property of others.

There was no punishment given because he was sincere.

GRADE VI

LESSON IX

really	parson
salary	refuse
territory	quantity
union	reduce
struggle	profit

We could not refuse to parson him.

They had to reduce the quantity that each could buy.

The union did not profit by the mistake.

The salary really had to be reduced.

The struggle for liberty in the territory failed.

LESSON X

material	variety
property	ample
regard	crew
sincere	direction
punishment	possess

There was an ample variety of meat in the market.

The crew could not follow our directions.

I possess enough material to make a dress.

He had no regard for the property of others.

There was no punishment given because he was

sincere.

GRADE VI

LESSON XI

million

design

soldiers

counsel

scarce

opinion

agriculture

college

coach

student

There were over a million soldiers in the service.

Profits are very scarce in agriculture.

We admired the design of the old coach.

The counsel gave us his opinion.

The college student found the library useful.

LESSON XII

entire

problem

gland

select

prayer

pudding

recent

withdraw

proceed

permit

The doctor had to remove the entire gland.

He offered prayer at the recent Thanksgiving service.

You will proceed to find the answer to the problem.

I will select the best materials for the pudding.

They will not permit me to withdraw from the contest.

CHAPTER VI

LESSON XI

design	million
counsel	soldiers
opinion	scarce
college	agriculture
student	coach

There were over a million soldiers in the service.

Profits are very scarce in agriculture.

We admired the design of the old coach.

The counsel gave us his opinion.

The college student found the library useful.

LESSON XII

problem	entire
select	island
praying	prayer
withdrew	recent
permit	proceed

The doctor had to remove the entire island.

He offered prayer at the recent Thanksgiving service.

You will proceed to find the answer to the problem.

I will select the best materials for the building.

They will not permit me to withdraw from the

contest.

G R A D E VI

LESSON XIII

absence	cannon
constant	capture
dangerous	period
bargain	education
curtain	finished

Our problem was due to his constant absence.

I bought the curtains at a bargain.

A cannon was used to capture the soldiers.

This is a dangerous period in our life.

They finished their high school education.

LESSON XIV

familiar	encourage
mountain	important
government	elect
policy	knowledge
happiness	affair

We were not familiar with the mountain weather.

The policy of our government is sound.

We encourage those to come who want to find happiness.

It is important that we elect the proper man.

He had no knowledge of this affair.

GRADE VI

LESSON XIII

absence	cannon
constant	capture
dangerous	period
bargain	education
curtain	finished

Our problem was due to his constant absence.

I bought the curtain at a bargain.

A cannon was used to capture the soldiers.

This is a dangerous period in our life.

They finished their high school education.

LESSON XIV

familiar	encourage
mountain	important
government	elect
policy	knowledge
happiness	affair

We were not familiar with the mountain weather.

The policy of our government is sound.

We encourage those to come who want to find

happiness.

It is important that we elect the proper man.

He had no knowledge of this affair.

G R A D E VI

LESSON XV

length	source
indicate	official
majority	examine
movement	parent
national	introduce

He did not indicate to what length he would go.

The majority of the people have been in favor of the new movement.

Our national parks are a source of joy to many.

A government official will examine the building.

The children will introduce their parents.

LESSON XVI

quarter	system
promise	therefore
realize	popular
choice	universal
entertain	influence

I will promise to pay a quarter of what I owe.

We did not realize we had a choice in the matter.

His system did not entertain everyone.

He is popular, therefore it will be easy to

elect him.

The influence of France is not universal.

GRADE VI

LESSON XV

length	source
indicate	official
majority	examine
movement	parent
national	introduce

He did not indicate to what length he would go.
 The majority of the people have been in favor of the
 new movement.
 Our national parks are a source of joy to many.
 A government official will examine the building.
 The children will introduce their parents.

LESSON XVI

quarter	system
promise	therefore
realize	popular
choice	universal
entertain	influence

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 We did not realize we had a choice in the matter.
 His system did not entertain everyone.
 He is popular, therefore it will be easy to
 elect him.
 The influence of France is not universal.

G R A D E VI

LESSON XVII

various

curious

restrain

crowd

weigh

business

freight

volume

worrying

ninety

We tried various plans to restrain the leaders.

You will weigh the freight before it is sent.

The curious crowd gathered around the church.

Worrying will not improve his business.

There were ninety volumes in our history library.

LESSON XVIII

bonus

exact

decide

sympathy

urge

grateful

Mississippi

rural

type

population

He could not decide who was to get the bonus.

We urge you to go to the Mississippi River tonight.

He is the exact type of man we require.

We were grateful for the sympathy extended us.

Our large vote comes from the rural population.

CHAPTER VI

LESSON XVII

various	various
restrain	restrain
weigh	weigh
freight	freight
worrying	worrying

We tried various plans to restrain the leaders.
 You will weigh the freight before it is sent.
 The various crowd gathered around the church.
 Worrying will not improve his business.
 There were ninety volumes in our history library.

LESSON XVIII

bonna	exact
decide	sympathy
urge	grateful
Mississippi	rural
type	population

He could not decide who was to get the bonna.
 We urge you to go to the Mississippi River tonight.
 He is the exact type of man we require.
 We were grateful for the sympathy extended us.
 Our large vote comes from the rural population.

GRADE VI

LESSON XIX

quite	beautiful
account	nor
purpose	agreeable
minister	musical
ornament	instrument

I am quite sure I can settle the account.

The purpose of this meeting is to honor our minister.

The automobile had a beautiful ornament.

He was not agreeable, nor was he kind to the children.

I had to buy my own musical instrument.

LESSON XX

liquid	fault
medicine	guest
ivory	arrive
elephant	further
humor	establish

The medicine he used was in liquid form.

The speaker found fault with our type of humor.

Our guest will arrive early tonight.

We will advance further evidence to establish our cause.

Elephants supply us with ivory.

GRADE VI

LESSON XIX

beautiful	quite
not	account
agreeable	purpose
musical	minister
instrument	ornament

I am quite sure I can settle the account.
 The purpose of this meeting is to honor our minister.
 The automobile had a beautiful ornament.
 He was not agreeable, nor was he kind to the children.
 I had to buy my own musical instrument.

LESSON XX

fault	liquid
guest	medicine
arrive	ivory
further	elephant
establish	humor

The medicine he used was in liquid form.
 The speaker found fault with our type of humor.
 Our guest will arrive early tonight.
 We will advance further evidence to establish
 our cause.
 Elephants supply us with ivory.

G R A D E VI

LESSON XXI

extreme

benefit

advisable

doubt

dreadful

commission

circumstance

bureau

customer

furniture

We found it advisable to use extreme measures.

The family was in dreadful circumstances.

I receive a commission on everything a customer buys.

The bureau does not match the rest of the furniture.

We gave our friend the benefit of the doubt.

LESSON XXII

awful

courage

conduct

peasant

burden

spirit

approve

fever

capable

fifteen

He had an awful burden to carry.

They approve of his conduct.

The peasant was a capable worker.

The horse had a great deal of spirit and courage.

Fifteen people had a fever at one time.

GRADE VI

LESSON XXI

benefit	extreme
ghost	advisable
commission	desirable
bureau	circumstance
furniture	customer

We found it advisable to use extreme measures.
 The family was in desirable circumstances.
 I receive a commission on everything a customer buys.
 The bureau does not match the rest of the furniture.
 We gave our friend the benefit of the ghost.

LESSON XXII

courage	awful
passant	conduct
spirit	burden
fever	approve
fifteen	capable

He had an awful burden to carry.
 They approve of his conduct.
 The peasant was a capable worker.
 The horse had a great deal of spirit and courage.
 Fifteen people had a fever at one time.

G R A D E VI

LESSON XXIII

absolute	Pennsylvania
control	industry
boundary	delightful
plainly	friendship
adventure	cordial

The president took absolute control of the government.

The boundary of our property was marked plainly.

The steel industry is centered in Pennsylvania.

We had a delightful guest on our recent adventure.

We established a cordial friendship during the summer.

LESSON XXIV

purchase	score
public	science
doubtless	accomplish
frighten	protected
desire	section

The public was allowed to purchase the land.

Doubtless you were frightened by the noise.

His one desire was to score another victory.

He had accomplished wonders in science.

The fence protected a section of his land.

LESSON XXIII

Pennsylvania	absolute
industry	control
delightful	boundary
friendship	plainly
cordial	adventure

The president took absolute control of the government.
 The boundary of our property was marked plainly.
 The steel industry is centered in Pennsylvania.
 We had a delightful guest on our recent adventure.
 We established a cordial friendship during the summer.

LESSON XXIV

score	purchase
science	public
accomplish	doubtless
protected	frighten
section	desire

The public was allowed to purchase the land.
 Doubtless you were frightened by the noise.
 His one desire was to score another victory.
 He had accomplished wonders in science.
 The fence protected a section of his land.

G R A D E VI

LESSON XXV

quit	seldom
society	command
prosperous	continue
Christian	spare
quarrel	destroyed

He threatened to quit the meeting of the society.

The prosperous savage became a Christian.

Very seldom did the people in our town quarrel.

Our president commanded the soldiers to continue.

The spare tire was destroyed in the accident.

LESSON XXVI

wonderful	opportunity
effort	fleet
whenever	invitation
consider	similar
appeal	character

He made a wonderful effort to capture the thief.

Whenever in doubt, stop and consider the move.

The fleet had received an invitation to visit our city.

They had an opportunity to appeal the judgment.

Our product is similar in character to yours.

GRADE VI

LESSON XLV

quit	seign
society	command
prosperous	continue
Christian	spare
quarrel	destroyed

He threatened to quit the meeting of the society.
 The prosperous savage became a Christian.
 Very seldom did the people in our town quarrel.
 Our president commanded the soldiers to continue.
 The spare tire was destroyed in the accident.

LESSON XLVI

wonderful	opportunity
effort	fleet
whenever	invitation
consider	similar
appeal	character

He made a wonderful effort to capture the thief.
 Whenever in doubt, stop and consider the move.
 The fleet had received an invitation to visit our city.
 They had an opportunity to appeal the judgment.
 Our product is similar in character to yours.

GRADE VI

LESSON XXVII

address	article
attention	central
foreign	climate
direct	university
coarse	attended

The letter had a foreign address.

Our attention was directed toward the cottage.

The article offered for sale was very coarse.

The climate is cold in the central part of the country.

He attended a university last year.

LESSON XXVIII

liberal	impossible
credit	vision
weight	complete
total	altogether
blossom	assembly

Liberal credit was given for all work.

The total weight of the load was less than a ton.

It is impossible to arrange these blossoms.

That accounts for the complete loss of his vision.

At the assembly, the school was altogether quiet.

GRADE VI

LESSON XXVII

article	address
central	attention
climate	foreign
university	direct
attended	course

The letter had a foreign address.
 Our attention was directed toward the cottage.
 The article offered for sale was very coarse.
 The climate is cold in the central part of the country.
 He attended a university last year.

LESSON XXVIII

impossible	liberal
vision	credit
complete	weight
altogether	total
assembly	blissom

Liberal credit was given for all work.
 The total weight of the load was less than a ton.
 It is impossible to arrange these blossoms.
 That accounts for the complete loss of his vision.
 At the assembly, the school was altogether quiet.

G R A D E VI

LESSON XXIX

attach

eighteen

compass

vary

view

subject

splendid

ache

acre

consult

I shall attach the compass to the table.

We had a splendid view from our window.

There were eighteen acres of land in our farm.

The stranger would not vary his subject.

His head ached so he consulted a doctor.

LESSON XXX

foolish

certain

debate

slept

publish

passage

presume

trial

experience

support

We had to debate on a foolish subject.

He did not presume to publish the news.

He was certain to gain experience on this job.

She slept through the entire passage.

I did not need your support at the trial.

GRADE VI

LESSON XXIX

attach	eighteen
compass	very
view	subject
splendid	ache
score	consult

I shall attach the compass to the table.
 We had a splendid view from our window.
 There were eighteen acres of land in our farm.
 The stranger would not vary his subject.
 His head ached so he consulted a doctor.

LESSON XXX

foolish	certain
debate	sleep
publish	passage
presume	trial
experience	support

We had to debate on a foolish subject.
 He did not presume to publish the news.
 He was certain to gain experience on this job.
 She slept through the entire passage.
 I did not need your support at the trial.

GRADE VI

LESSON XXXI

treasure

committee

anxious

training

treatment

effect

assure

title

annual

demand

We were anxious to get started on our treasure hunt.

I could assure you of excellent treatment.

The committee decided to make this an annual affair.

His action showed the effect of his early training.

We demand the title to this land.

LESSON XXXII

suppose

increase

principle

suggest

superior

commence

addition

actual

prospect

cushion

I suppose we shall continue with the same high principles.

In addition, it is a superior product.

The prospect of any increase in business was poor.

I would suggest that you commence working.

The cushion was of little actual value.

IV NAME VI

LESSON XXXI

committee	treasure
training	anxious
effect	treatment
title	assure
demand	annual

We were anxious to get started on our treasure hunt.

I could assure you of excellent treatment.

The committee decided to make this an annual affair.

His action showed the effect of his early training.

We demand the title to this land.

LESSON XXXII

increase	suppose
suggest	principle
commerce	superior
actual	addition
cushion	prospect

I suppose we shall continue with the same high principles.

In addition, it is a superior product.

The prospect of any increase in business was poor.

I would suggest that you commence working.

The cushion was of little actual value.

G R A D E VI

LESSON XXXIII

flourishing

principal

arrival

style

successful

special

nephew

strength

submit

attain

On their arrival they found that the garden was not flourishing.

My nephew is successful in business.

He had to submit his problems to the principal.

His watch was of a special new style.

He desired to attain the strength of his uncle.

LESSON XXXIV

funeral

brief

disease

difficult

allow

deposit

condemn

advantage

acquire

however

The funeral was private because of the dangerous disease.

The crowd would not allow the judge to condemn the man.

We allowed him to acquire the property for a brief time.

It is not difficult to deposit money in the bank.

However, it was to his advantage to lose.

GRADE VI

LESSON XXXIII

flourishing	principal
arrival	style
successful	special
nephew	strength
submit	attain

On their arrival they found that the garden was not flourishing.

My nephew is successful in business.
He had to submit his problems to the principal.
His watch was of a special new style.
He desired to attain the strength of his uncle.

LESSON XXXIV

funeral	brief
disease	difficult
allow	deposit
condemn	advantage
acquire	however

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The crowd would not allow the judge to condemn the man.
We allowed him to acquire the property for a brief time.
It is not difficult to deposit money in the bank.
However, it was to his advantage to lose.

G R A D E VI

LESSON XXXV

strawberries

neither

farther

sorrow

steady

alter

department

social

standard

practice

We had to travel farther than we expected for the strawberries.

Each department showed a steady gain this month.

Neither newspaper came up to our standard.

Her sorrow did not alter the sentence.

Smoking is a common social practice of this country.

LESSON XXXVI

smooth

concern

connect

condition

slight

sense

error

shown

sincerely

settlement

The road that connects the two towns is smooth.

There was a slight error in our account.

He was sincerely concerned over our late arrival.

They could sense his dangerous condition.

We were shown through the foreign settlement.

GRADE VI

LESSON XXXV

neither	strawberries
sorrow	farther
after	steadily
social	department
practice	standard

We had to travel farther than we expected for the

strawberries.

Each department showed a steady gain this month.

Neither newspaper came up to our standard.

Her sorrow did not alter the sentence.

Smoking is a common social practice of this country.

LESSON XXXVI

concern	smooth
condition	connect
sense	slight
shown	error
settlement	sincerely

The road that connects the two towns is smooth.

There was a slight error in our account.

He was sincerely concerned over our late arrival.

They could sense his dangerous condition.

We were shown through the foreign settlement.

G R A D E VI

LESSON XXXVII

route	original
rough	result
method	represent
innocent	reserve
review	confidence

The route we traveled was rough.

This method will prove him innocent.

He was going to review an original story.

The results represent years of practice.

The reserve money will win the confidence of the people.

LESSON XXXVIII

fortunate	representative
limb	constitution
greater	remedy
associate	relieve
record	remarkable

He was fortunate not to lose a limb.

He became a greater man than his associate.

Our representative spoke in favor of the constitution.

The remedy did not relieve the pain.

It was a remarkable record that he made at school.

G R A D E VI

LESSON XXXIX

reminder	appearance
apply	register
relative	carriage
regular	collection
argument	refund

We shall apply the remainder to your credit.

The argument was among his relatives.

This was his second regular appearance.

We had to register our carriage at the town office.

We obtained a refund from the day's collection.

LESSON XXXX

relation	column
disappoint	recommend
comfort	approach
average	recess
refer	conclude

He was a comfort to his relations.

I was disappointed with your average work.

We refer to the center column.

They will recommend that a new approach be built to the bridge.

We shall conclude the game during recess.

G R A D E VI

LESSON XXXXI

receipt

inquire

proportion

instruction

pronounce

necessary

progress

astonish

process

against

We had to inquire for our receipt.

He received instructions for the proportion of materials to be used.

It was necessary to pronounce the word.

We were astonished at the progress that was made.

They were against any process that would delay our trip.

LESSON XXXXII

privilege

assume

attempt

ascend

prevail

celebrate

preserve

council

prefer

express

We shall attempt to ascend the mountain.

The guests assumed certain privileges not in the rules.

He was prevailed on to celebrate his birthday.

We shall preserve our local council.

Some people prefer to wait for the express.

GRADE VI

LESSON XXXXIII

presence

practical

prepare

neighbor

assist

politics

praise

ambition

deserve

possible

It is possible that my presence was known.

She may assist me to prepare the dinner.

He deserves a lot of praise for his brave act.

Our neighbor is of a practical nature.

It is my ambition to enter politics.

LESSON XXXXIV

combination

physician

pleasure

perfectly

conceal

pattern

interesting

persuade

personal

companion

We tried every possible combination of words.

He could not conceal his pleasure when he won.

He is the personal physician of the president.

The pattern was perfectly plain but interesting.

It was not easy to persuade my companion to go.

G R A D E VI

LESSON XXXXV

perceive

creep

particular

ordinary

peace

neglect

carrier

commerce

patience

cellar

We could not perceive any particular change in his condition.

The carrier was allowed to proceed in peace.

It required patience to creep all the way.

This is an ordinary cellar.

It was necessary to neglect our commerce.

LESSON XXXXVI

opposite

disappear

breeze

interrupt

necessity

messenger

invention

generation

natural

mechanic

The breeze blew from the opposite side of the bay.

Necessity is the mother of invention.

It was natural for him to disappear.

I did not have any right to interrupt the messenger.

There are three generations of mechanics in our family.

CHAPTER VI

LESSON XXXV

perceive	creep
particular	ordinary
peace	neglect
carrier	commerce
patience	cellar

We could not perceive any particular change in his condition.

The carrier was allowed to proceed in peace.

It required patience to creep all the way.

This is an ordinary cellar.

It was necessary to neglect our commerce.

LESSON XXXVI

opposite	disappear
freeze	interrupt
necessity	messenger
invention	generation
natural	mechanic

The breeze blew from the opposite side of the bay.

Necessity is the mother of invention.

It was natural for him to disappear.

I did not have any right to interrupt the messenger.

There are three generations of mechanics in our family.

G R A D E VI

LESSON XXXXVII

mischief	information
merit	instance
manufacture	human
moderate	horrible
mention	destruction

We could manufacture products of merit.

Their mischief was only of a moderate nature.

I will not mention that you have received the information.

In this instance he was not human.

The storm was the cause of the horrible destruction.

LESSON XXXXVIII

independent	include
marriage	inform
instruct	instant
heir	honorable
haste	commercial

After his marriage he could not be independent.

The gentleman will instruct the heir.

In my haste I failed to include the record.

He could not inform me at that instant.

Our commercial relations were honorable.

GRADE VI

LESSON XXXVII

information	mischief
instance	merit
human	manuscript
horrible	moderate
gestation	mention

We could manuscript products of merit.
 Their mischief was only of a moderate nature.
 I will not mention that you have received the
 information.
 In this instance he was not human.
 The storm was the cause of the horrible gestation.

LESSON XXXVIII

include	independent
inform	marriage
instant	instruct
honorable	heir
commercial	haste

After his marriage he could not be independent.
 The gentleman will instruct the heir.
 In my haste I failed to include the record.
 He could not inform me at that instant.
 Our commercial relations were honorable.

G R A D E VI

LESSON XXXXIX

convenient

acquaintance

difference

minute

construct

immense

distinguish

creature

conversation

convince

The captain said that it was a convenient acquaintance.

The difference in size was minute.

We will construct an immense wall.

I will try to distinguish this strange creature.

His conversation did not convince me.

LESSON XXXXX

contrary

division

foundation

consist

individual

furious

domestic

poultry

marvelous

residence

Contrary to public opinion, the division will remain.

The foundation will consist of sand and stone.

The individual became furious during the conversation.

The only domestic animals we had were poultry.

He built that marvelous residence for his mother.

LESSON XXXIX

immense	convenient
distinguish	acquaintance
creature	difference
conversation	minute
convince	construct

The captain said that it was a convenient acquaintance.
 The difference in size was minute.
 We will construct an immense wall.
 I will try to distinguish this strange creature.
 His conversation did not convince me.

LESSON XXXX

luxurious	contrary
domestic	division
poultry	foundation
marvelous	consist
residence	individual

Contrary to public opinion, the division will remain.
 The foundation will consist of sand and stone.
 The individual became luxurious during the conversation.
 The only domestic animals we had were poultry.
 He built that marvelous residence for his mother.

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